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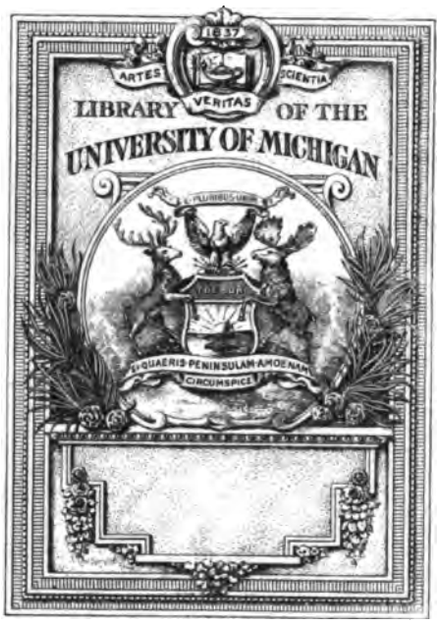

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REPORTS

FROM

COMMISSIONERS, INSPECTORS,

AND OTHERS:

TWENTY-EIGHT VOLUMES.

— *(11.)* —

EDUCATION (ENGLAND AND WALES).

Session

23 *January* 1901 —— 17 *August* 1901.

VOL. XIX.

1901.

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REPORTS

FROM

COMMISSIONERS, INSPECTORS,

AND OTHERS:

1901.

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REPORT

OF THE

BOARD OF EDUCATION

1900–1901.

Vol. I.—The Report.

Presented to Parliament by Command of His Majesty.

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CONTENTS.

INTRODUCTION— PAGE

Dates to which the Report refers - - - - - - - 5
Arrangement of the Report - - - - - - - - - 5
The Consultative Committee - - - - - - - - 5
The Council of Advice for Art - - - - - - - - 6
The Committee on Technological Education - - - - 6
The Geological Survey - - - - - - - - - - 7
The Committee on Training College Courses of Instruction - 7
Inspection of Secondary Schools - - - - - - - - 7
Transfer of powers from the Charity Commissioners - - - 8
Higher Elementary Schools - - - - - - - - - 9
Evening Schools and Classes - - - - - - - - 9
The Directory for 1901 - - - - - - - - - - 9
The Code for 1901 - - - - - - - - - - 10
School Attendance - - - - - - - - - - - 11
Employment of Children during School Age - - - - - 12
Elementary Education (Defective and Epileptic Children) Act, 1899 - - - - - - - - - - - - 12
Special Reports on Educational Subjects - - - - - 13
Inspectors - - - - - - - - - - - - - 13
The Inspector of Music - - - - - - - - - - 13

I.—SCHOOLS UNDER THE ELEMENTARY EDUCATION ACTS.

1. PUBLIC ELEMENTARY DAY SCHOOLS.

(i.) Number of Schools and Attendance of Scholars - 14
(ii.) Grants Awarded and Subjects Taught - 17
(iii.) Free Education - - - - - - - - - 25
(iv.) Teaching Power - - - - - - - - - 26
(v.) Pensions and Superannuation - - - - - 31
(vi.) The Provision of School Accommodation - - - 32
(vii.) Local Authorities - - - - - - - - 34
(viii.) Cost of Maintenance of Schools - - - - - 36
(ix.) Finance of School Boards - - - - - - 38
(x.) The Voluntary Schools Act - - - - - 45
(xi.) The Education of the Blind and Deaf - - - 45
(xii.) The Education of Children on Canal Boats - - 46

2. EVENING CONTINUATION SCHOOLS - - - - - 46

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PAGE

II.—TRAINING COLLEGES - - - - - - - - - 49

III.—SECONDARY SCHOOLS.

1. INSTRUCTION, EXAMINATION, AND ANNUAL GRANTS.

i. Schools of Science - - - - - - - - - 53

ii. Science Classes - - - - - - - - - 54

iii. Schools of Art - - - - - - - - - 57

iv. Art Classes - - - - - - - - - - 58

2. SPECIAL AID TO STUDENTS AND SCHOOLS.

i. Scholarships, Exhibitions, &c. - - - - - - 60

ii. Short Courses of Instruction - - - - - - 62

iii. Grants for Buildings, Apparatus, &c. - - - - 63

iv. Circulation of Objects on Loan - - - - - 63

3. INSPECTION.

i. Inspection of Schools and Classes in Receipt of Grants - 63

ii. Inspection under the Board of Education Act, 1899 - 64

4. ADMINISTRATION OF THE TECHNICAL INSTRUCTION ACTS - 65

5. ADMINISTRATION OF THE WELSH INTERMEDIATE EDUCATION ACT - - - - - - - - - - - - 66

6. SCHEMES UNDER THE ENDOWED SCHOOLS ACTS - - 73

IV.—THE ROYAL COLLEGES OF SCIENCE AND ART - 74

V.—THE MUSEUMS IN CONNECTION WITH THE BOARD.

1. THE VICTORIA AND ALBERT MUSEUM - - - - 75

2. THE MUSEUM OF PRACTICAL GEOLOGY - - - 87

3. THE EDINBURGH MUSEUM OF SCIENCE AND ART - - 88

VI.—THE GEOLOGICAL SURVEY - - - - - - - 90

VII.—THE COMMITTEE ON SOLAR PHYSICS - - - 91

VIII.—EXPENDITURE - - - - - - - - - 93

IX.—CONTENTS OF APPENDICES - - - - - - - 97

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THE REPORT

OF

THE BOARD OF EDUCATION TO THE KING'S MOST EXCELLENT MAJESTY IN COUNCIL.

For the Year 1900–1901.

MAY IT PLEASE YOUR MAJESTY,

We, the Board of Education, humbly submit to Your Majesty the following Report.

Dates to which the Report refers.

The last Report of the Board was dated the 29th October, 1900, and dealt with the general administration of the affairs of the Board up to the 30th June of that year. The present report reviews the proceedings of the Board up to the 30th June, 1901. The figures published with the report relate to periods differing according to the class of institution to which they refer. Those statistics which relate to Science and Art Schools and Classes are based upon reports received with regard to them in respect of the school year ending the 31st July, 1900. Those relating to Elementary Schools are based on reports from the schools and audited accounts of the School Boards for the year ending 29th September, 1900. The year under report for other institutions connected with the Board is the calendar year 1900. The accounts of the expenditure by the Board of grants in aid of Education voted by Parliament refer to the financial year ending the 31st March, 1901.

Arrangement of the Report.

The report is in three volumes. At the beginning of the first volume notice is taken of the principal changes or developments in the administration of the Board up to the 30th June. Then follow the records of the administration of the entire work of the Board, subdivided into the many branches into which the work of the Board naturally falls, and consisting largely of commentary upon the statistics which will be found in a more extended form in the second and third volumes of the report.

The second volume of the report contains reports and statistics relating to Elementary Schools, Training Colleges, and Secondary Schools (including Schools of Science and Art).

The third volume of the report contains reports and returns from the museums and other institutions in connection with the Board, and also contains reprints of the Code, Directory, and other annual instructions issued by the Board.

The Consultative Committee.

The Order in Council appointing the Consultative Committee under the Board of Education Act 1899, came into operation on the 1st of October, 1900. Mr. Bruce, an Assistant Secretary of the Board, was appointed to act as secretary, and the Committee held their first meeting on the 7th of November following. The Committee has been engaged mainly upon the framing of regulations for a Register of Teachers, which is one of the duties with which they are charged under the Act. They had held up to the 30th June 11 meetings, extending over 17 days, and submitted to the Board regulations with regard to registration on the 12th of June.

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The Council of Advice for Art.

The Council of Advice for Art have held several meetings during the past year. They have investigated and reported upon the organisation and aims of the Royal College of Art; and in consequence of their Report a number of important changes have been carried into effect. The Council recommended considerable modifications of the premises for the College of Art, and these have been made to the advantage of the teaching. They also urged that in view of the erection at South Kensington of the new buildings in connection with the Victoria and Albert Museum, suitable accommodation should be permanently provided for the Royal College of Art; accordingly arrangements have been made for erecting a series of adequately lighted studios and class-rooms in the new buildings, and it is hoped that they may be ready for occupation and use in the course of a few years.

As regards the revision of the curriculum of the Royal College of Art, we have adopted the Council's recommendations, of which the more important provide that the College shall be divided into an upper and a lower school, and that students entering for a training as Art Masters shall qualify in the four Divisions of each school (Ornament and Design, Drawing and Painting, Modelling, and Architecture), whilst other students will, subject to proof of proper qualification, specialise in one or other division. In future the students in the College of Art will not sit for the Board's examinations for students of Schools of Art and Art Classes, with which the College will therefore no longer compete.

A number of classes for instruction in certain crafts have been established at the College in accordance with the Council's advice.

As regards the Board's examinations in Art for schools and classes receiving grants, the Council have reviewed and revised the syllabuses of the various branches and subjects, and have advised the introduction of two new subjects. These alterations are in the direction of encouraging general freedom of treatment in execution.

Committee on Technological Education.

On the 15th of November, 1900, a Committee was appointed to consider the best means for co-ordinating the technological work of the Board of Education with that at present carried on by other educational organisations. The report of the Committee has recently been received, and is now under consideration. Much valuable evidence was elicited from public bodies interested in this subject, and we obtained the most cordial assistance from the officers of the City and Guilds of London Technical Institute, who are engaged in the promotion of this teaching by a very extensive series of examinations conducted throughout the country. In consequence of the work of the Committee the following resolution has been passed by the Council of the Institute: "That provided an arrangement be made for co-operation between the Board of Education and the Examination Department of the City and Guilds of London Institute, by which the examination of the Institute receives the recognition of the Board, the Board of Education be

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requested to nominate four representatives to act on the Institute's Examination Board."

Geological Survey.

The Departmental Committee which we appointed to enquire into the organisation and staff of the Geological Survey and Museum of Practical Geology, have reported during the past year, and the Board are carrying out the suggestions and recommendations which they have made.

Committee on Training College Courses of Instruction.

In January last we appointed a Committee, under the chairmanship of Mr. Henry Hobhouse, M.P., to draw up specimen Two Year Courses of Instruction for Students in Training Colleges, with a view to ensuring that every student who leaves College shall have been through some course which shall prepare him in the best manner for some one or other of the various types of Elementary Schools. We propose that in future there shall be one continuous course of study at the Training Colleges lasting for two years, with periodical inspection during that period, and an Examination at the end of it sufficient to test the efficiency of each student. We have therefore requested all the Training Colleges to submit for the approval of the Board a two years' continuous course of study, giving them the option of submitting such a course for a group of associated Colleges. With the assistance of the Committee we have further supplied to the Training Colleges an outline curriculum for a course of two years' instruction. This curriculum provides for instruction being given to every student in those subjects which cannot be dispensed with by either a town or country teacher, and offers facilities for instruction in optional courses for those who wish to specialise. The full particulars of this scheme will be found in the Circular dated 19th June, which is reprinted in Volume III. of the Report.

Inspection of Secondary Schools.

Under Section 3 of the Board of Education Act, 1899, the Board is authorised to inspect Secondary Schools which desire to be so inspected. These inspections may be conducted by the Board through its own officers, or through the agency of some other educational body; but before adopting the latter alternative the Board are required to take the advice of the Consultative Committee. Applications for information as to the conditions on which these inspections are obtainable began to be received shortly after the Act came into force, and the organisation of this new branch of work was taken in hand as soon as that of the Board itself was sufficiently completed. The first inspections were carried out before the end of the year, and up to the 30th of June in the present year 27 schools had actually been inspected (see p. 64 of this vol.), and the inspection of a considerable number had been arranged. The conditions on which the inspection is conducted are published in the Directory of the Board for the year 1901, p. 1. The inspection is designed to include the administrative as well as the educational organisation of the school, and to have regard to its external relations, or its place in the educational supply of the district, as well as to its internal management and the efficiency of the instruction offered. On the latter side its aim is to enquire into the organisation and co-ordination of studies, and into methods of teaching, rather

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than to test the attainments of the pupils. The inspection includes in all cases a conference between the Inspectors and the Governing Body or Managers of the school, which is essential for administrative purposes, and may be made an opportunity for useful discussions of educational principles in connection with facts or tendencies disclosed by the inspection. The Inspectors have so far been partly selected from the permanent staff of the Board, and partly appointed temporarily from outside. With the approval of the Lords Commissioners of Your Majesty's Treasury a regular scale of charges for inspection has been fixed, and is published in the Board's Directory for the year 1901, p. 2. The power conferred by the Act on County Councils to pay the expenses of inspecting schools within their respective counties has already been exercised, and seems likely to contribute largely to the development of this function of the Board. Owing to the voluntary character of the inspection it is impossible to predict with any certainty the amount of work to be done; but inspection under the Act has already been specified as a condition on which part of the Government Grant for the teaching of Science, and the grants of more than one County Council under the Technical Instruction Acts, will be given, and it may be safely assumed that the inspections to be conducted during the next twelve months will be many more than those arranged for during the past year.

Up to the present time no school has applied to be inspected by a University or other organisation, but the Victoria University has applied for recognition as an agent of the Board for the purpose of inspection, and the Board have, after taking the advice of the Consultative Committee, granted the desired recognition on the condition that, for the administrative side of the inspection, an Inspector of the Board shall be associated with those of the University.

Transfer of Powers from the Charity Commissioners.

It is proposed to make a further transfer of powers of the Charity Commissioners to the Board under the provisions of the Board of Education Act, 1899. The powers now proposed to be transferred are those exercised by the Commissioners for the framing of Schemes, under the Endowed Schools Acts and the Charitable Trusts Acts respectively, in the case of endowments in England and Wales applicable solely to educational purposes. The effect of this transfer, so far as Wales and Monmouthshire are concerned, will be to extend the jurisdiction of the Board for the making of schemes to educational endowments not already regulated by schemes under the Endowed Schools Acts 1869-89. The Commissioners will retain their powers in respect of endowments applicable partly to educational and partly to other purposes until such endowments have been duly apportioned by them between the two, when the educational portion so severed will automatically pass, so far as powers to make or amend schemes are concerned, under the jurisdiction of the Board. Provision is also made for the substitution of the Board for the Charity Commissioners as the authority to deal with certain minor details incidental to the working of schemes, but the general jurisdiction of the Commissioners in the administration of educational endowments is not affected.

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A draft Order in Council for giving effect to the above arrangements was laid before the two Houses of Parliament, as provided by the Act, on the 18th June, 1901, and will be found in Volume III. of the Report.

Higher Elementary Schools.

Up to the 30th June, 1901, eighteen schools had been recognised as Higher Elementary Schools under the Minute of April 6, 1900, and recognition had been promised in the case of five other schools which are to be provided hereafter. Other proposals are still under our consideration. As no Higher Elementary Schools have yet completed the first year's course it would be premature to report upon their working.

Evening Schools and Classes.

With a view to prevent overlapping between the various kinds of Evening Schools and Classes which have been administered by the Education Department and the Science and Art Department in the past, we have issued in a Minute dated the 3rd July, 1901, one set of regulations governing all grants to be made in future by the Board in respect of Evening Schools and Classes. The recent decision of the case of Rex *v.* Cockerton arising out of a surcharge made upon members of the London School Board for certain expenses incurred in conducting science and art classes, has shown that schools of the kind contemplated by the Evening Continuation Schools Code cannot be legally carried on by School Boards at the expense of the rates. The new regulations consequently recognise the distinction between Evening Schools which are Public Elementary Schools, and those which are not.

The detailed conditions of the grants for some of the Evening Schools and Classes for which the general regulations are laid down in the Minute of 3rd July, 1901, will, as indicated in the Minute, be found in the Directory.

Director 1901.

In the Directory for 1901 we have made a modification in the rules relating to Evening Classes attended by students who are in training for a trade or craft under some recognised educational authority. It has in previous years been the custom of such students to attend classes in several subjects of Science bearing upon their future trades, but under the rules which were in force grants could only be obtained for such attendances if the students studied the whole of such subjects, according to the syllabuses laid down for them in the Directory. The course of scientific training through which the students were consequently put was unnecessarily long, and in some instances involved repetition owing to the overlapping of some of the syllabuses for scientific instruction. Moreover, the scientific training was not closely adapted to the principles of the trade or craft for which the students were preparing, and students were apt, on this account, to neglect the scientific training altogether. In order to meet the requirements of these students, it will now be permitted to the Managers of these classes to propose a syllabus that will cover all the preliminary scientific training that is required for any special subject of Technology. Such a syllabus may include study in portions of several subjects of Science, and must include study of at least two. We are glad to hear that this alteration is assisting the local authorities in their efforts to start

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technological classes, and is likely to ensure a better training for the students.

We have also made provision, which will take effect at the same date, for the payment of Grants to Day Schools giving a course of Science In order to obtain these Grants a Day School (not being a Public Elementary School) conducted in the manner prescribed in Section VI. of the Directory must submit a scheme of instruction for a three or four years' course in Science for forms in which the average age of the students is above twelve, and which are reported by the Inspector as able to benefit by such instruction. We have also provided that where a day school or any part of a school is eligible for recognition in respect of such a course of Science it will not, after the 31st July, 1903, be otherwise recognised, nor will its Managers be eligible to receive grants other than those payable for a course in Science; and further that all schools applying for, and receiving, recognition in respect of a course in Science will be held to have applied for inspection under Section III. of the Board of Education Act, 1899, to which reference is made on page 7 of this Report. This scheme of instruction is intended to be alternative to that of Schools of Science, and has been framed with a view of encouraging Secondary Schools which do not include a School of Science to provide proper teaching in that branch of instruction. It is anticipated that the Scheme will be adopted by Secondary Schools which are not prepared to allocate to Science teaching the number of hours per week necessary to render them eligible for recognition as Schools of Science, and that as a result systematic courses of instruction in Science sufficient for ordinary Schools will be secured, and sporadic classes in Science subjects discouraged and eventually discontinued.

Code for 1901.

Notice is given by Art. 41 (*a*) of the Code for 1901 that after next year pupil-teachers will not be required to pass any examination except the Final Examination at the end of their engagement. For their Final Examination pupil-teachers will be allowed to take, in place of the King's Scholarship Examination, any of the examinations at present recognised as qualifying for admission to a training college. These changes are made with a view to diminish cramming, and to enable pupil-teachers to avail themselves more readily of any suitable means provided for their education in their own district.

Notice is further given by Art. 55 that after the year 1901 Candidates for Certificates will only be required to pass a single examination, which will be equivalent to the present second year's examination. It is hoped that this change will make it possible to relieve the pressure on students and acting teachers studying for a certificate, while retaining as high a standard for the attainment of a certificate as that at present required.

We have conducted during the past year, with the assistance of the War Office, an inquiry into the forms of physical training in use in elementary schools. As a result of this inquiry it was decided that, in order that the training may be of the greatest benefit to the children in the schools, further guidance should be given to managers as to the kinds of exercises which are suitable,

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and as to the conditions under which the instruction should take place. Schedule III. of the Code for 1901 has been inserted in order to give general guidance on these points, and to call attention to a model course of instruction, which has been issued, and is obtainable through the usual channels. This model course is carefully adapted from the latest edition of the exercises approved by the War Office, and consists of two parts, the first of which deals chiefly with drill, and the second with exercises of the body. The model course is not compulsory, but schools are allowed the option of submitting alternative schemes for approval.

School attendance.

The Elementary Education (School Attendance) Act, 1899, was followed last year by the Elementary Education Act, 1900, which introduced further changes into the law of school attendance. It enabled school authorities to extend their bye-laws so as to include children up to the age of 14, raised the penalties that could be inflicted on parents from 5*s.* to 20*s.*, and increased the number of attendances required for exemption by the Elementary Education Act, 1876, from 250 to 350. The law of school attendance under the Elementary Education Acts, as it now stands, may be summarised as follows:

(1.) If the bye-laws contain a special provision to this effect children may be employed in agriculture at the age of 11, provided that they attend school 250 times a year up to the age of 13.

(2.) With this exception no child, subject to the bye-laws, can obtain either partial or total exemption under the age of 12.

(3.) A child between 12 and 13, or (if the bye-laws are extended) between 12 and 14, can only obtain total or partial exemption on the conditions prescribed by the bye-laws.

(4.) In districts where the bye-laws are still restricted to children of 13 years of age, a child between 13 and 14 can obtain total exemption either on passing the Fourth Standard, or on making 350 previous attendances after five years of age in not more than two schools during each year for five years.

(5.) A child between 12 and 14 may claim partial exemption on making 300 previous attendances, but in the view of the Board this exemption can only be claimed in cases where the bye-laws themselves contain a provision for partial exemption.

Since the passing of the Act school authorities have been actively engaged in revising their existing bye-laws, and some 1,300 new sets of bye-laws have been either finally or provisionally approved by the Board. In all these cases the Board has secured the adoption of at least the Fifth Standard for total exemption, and with a very few exceptions of at least the Fourth Standard for partial exemption. The Local Authorities have, as a rule, availed themselves of the power to extend the age limit to 14, only some 150 having up to the present time declined to do so. The "Agricultural" bye-law has been adopted in about

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500 cases, principally, of course, in rural districts. A list of bye-laws that have been finally sanctioned since the date of the last Report will be found in the Appendix to this Report (Vol. III.) showing the age, standards, and other conditions of exemption. The process of bye-law revision is still being actively proceeded with, and it is hoped that within another year the bye-laws throughout the country may become adapted to recent legislation. The increase in the number of attendances required, from 250 to 350, has removed the main objection to what was known as the "Dunce's" certificate, and the Board have sanctioned the introduction of this exemption into bye-laws in certain cases for children between 13 and 14. Local authorities have urged that the inducement held out by this exemption will have an important beneficial effect in promoting regularity of attendance.

Employment of Children during School Age.

The Return of children in Elementary Schools known to be working for wages, issued in 1899, showed the existence of many cases of the excessive employment of school children, and the necessity of further inquiry into the means of remedying this evil. In January last a Committee was appointed by the Secretary of State for the Home Department, acting in conjunction with the Board of Education, "to inquire into the question of the employment of children during school age, and to report what alterations are desirable in the laws relating to child labour and school attendance, and in the administration of those laws." The Committee consists of representatives of the Home Office, Board of Education, and Board of Trade, and is now pursuing its inquiries.

Elementary Education (Defective and Epileptic Children) Act, 1899.

Progress has been made with the administration of the Elementary Education (Defective and Epileptic Children) Act, 1899. A Minute of the Committee of Council on Education was made on 26th February 1900, providing for grants on account of the education of defective and epileptic children, and prescribing conditions to be fulfilled by certified schools for such children. The Board of Education have been engaged during the year in approving the arrangements of school authorities for the examination of children in accordance with the Act and in issuing certificates to schools under the Minute. A certain number of schools were certified in time to complete their first school year on 31st March 1901, and the reports of His Majesty's Inspectors upon these are now receiving the consideration of the Board.

The Act has already been adopted and satisfactory arrangements for the examination of defective children have been submitted for approval by the School Boards for London, for 21 county boroughs, for three municipal boroughs and for four parishes as well as by one borough council acting through an educational committee. These represent about two-fifths of the population of England and Wales. It is expected that the experience of the first year's working of the Act and Minute will induce other school authorities, at least in the large centres of population, to make a similar provision for defective children within their areas. Under the first part of the Minute of 26th February 1900, which provides for special grants to public elementary

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schools, or classes attached to such schools, for defective children, 87 certificates have now been issued. Of these 53 are to schools maintained by the School Board of London, the remainder are distributed amongst 16 other School Boards. The total number of defective children for whom accommodation is thus provided is 3,751. One Boarding Out Committee has been formed in connection with a school for defective children. Under the second part of the Minute of 26th February, 1900, which provides for grants to certified Schools for boarding and lodging defective children, only one certificate has yet been issued, and that certificate will not be renewed owing to the removal of the School to new premises which do not meet the requirements of the Minute.

Under the third part of the Minute which provides for grants to certified Schools for epileptic children, no certificate has yet been issued. The restrictions laid by Section II. (6) of the Act upon the size of boarding institutions for epileptic children have continued to prove an obstacle in the way of such schools becoming certified.

Special Reports on Educational Subjects.

During the year the following Special Reports have been issued:—A Report on Technical and Commercial Education in East Prussia, Poland, Galicia, Silesia and Bohemia, by Mr. James Baker; Reports on the Educational Systems of the Chief Colonies of the British Empire (two volumes, forming numbers 4 and 5 of the series); and a volume of Reports on Preparatory Schools for Boys, their place in English Secondary Education (forming No. 6 of the series). The reports on education in the various colonies will be issued in the alternative form of Sectional Reprints. Further reports have been prepared on education in Prussia, Saxony, France, Holland, Norway, Sweden, Switzerland, Hungary, and the United States of America, and will be published at an early date.

Inspectors.

The Inspectors of Schools previously attached to the Science and Art Department were not, like those attached to the Education Department, entitled His Majesty's Inspectors of Schools, and hence upon the amalgamation of the two Departments, a difference in nomenclature existed between the Inspectors of the Board. By an Order in Council, dated 13th May 1901, the title of His Majesty's Inspector of Schools was conferred on all the Inspectors who did not already possess that title.

In view of the change which has been effected in the duties of the Inspectors by recent changes in the administration, which have tended to increase the importance of the work of inspection as compared with that of examination, we have found it advisable to establish a new class of "Junior Inspectors" and to discontinue appointments to the class of Sub-Inspectors.

The Inspector of Music.

We have to record with great regret that Sir John Stainer, who had been Inspector of Music under this Board since 1883, died on 31st March 1901. We are deeply sensible of the services rendered by him to musical education in Training Colleges and Elementary Schools during his tenure of that post.

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I.—SCHOOLS UNDER THE ELEMENTARY EDUCATION ACTS.

1. PUBLIC ELEMENTARY DAY SCHOOLS.

I. Number of Schools and Attendance of Scholars.

Summary of returns of Schools on the list for annual grants.

On the 31st August, 1900, there were 20,117 day schools under separate management on the list for inspection, and claiming annual grants. These schools contained 31,313 departments, under separate Head Teachers, with accommodation for 6,544,092 scholars; the number of scholars on the registers was 5,705,675 and the average number in attendance 4,687,646.

These numbers, when compared with those of the previous year, show an increase of 86 departments, increased accommodation for 102,947 scholars, 33,272 more scholars on the registers, and an increased average attendance of 43,433.

It should be observed, however, that some of these schools may have been inspected more than once, while others may not have been inspected at all, in the course of the year, in consequence of a change in the month fixed for the annual inspection. A few schools may have been open for a few months only, and not yet been inspected for a grant. We shall, therefore, continue to use for our report the figures given by the returns of the schools inspected, in order to maintain the comparison between this and former years.

Summary of returns of Schools inspected.

In the year ending 31st August, 1900, there were referred for inspection under the Code 20,100 day schools in England and Wales, containing 31,234 departments under separate Head Teachers, and furnishing accommodation for 6,509,611 scholars. There were on the registers of these schools the names of 5,686,114 children; and of this number 4,666,130 were, on an average, in attendance at each meeting throughout the year. These numbers, when compared with those of the previous year, show an increase of 36 schools and of 61 departments, increased accommodation for 92,097 scholars, 32,022 more scholars on the registers, and an increased average attendance of 29,192. The increase in the number of scholars on the registers was 77,226 in the previous year, and 69,827 and 84,050 in 1898 and 1897 respectively. Expressed in percentages it is found that the accommodation

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has increased by 1·43 per cent., the scholars on the registers by ·56 per cent. (as compared with 1·38 per cent. in the previous year), and the average attendance by ·62 per cent. The increase of population during the year is estimated at 1·10 per cent. The fall in the rate of increase in the number of scholars on the registers, shown by the above figures, is due to a decrease of 8,942 in the number of infants, as compared with an increase of 19,638 in the previous year. The increase in the number of older scholars is 40,964, compared with 57,588 in the previous year. Further particulars in this connection are given by the following table, which shows the ages of the scholars on the registers in this and the three previous years :—

——	1897.	1898.	1899.	1900.
Under 7 years of age -	1,752,337	1,809,670	1,838,547	1,835,665
Between 7 and 13 - -	3,492,026	3,503,282	3,546,348	3,580,125
„ 13 „ 14 - -	206,349	209,460	214,563	217,267
Over 14 - - - -	56,327	54,454	54,634	53,057
Total - - -	5,507,039	5,576,866	5,654,092	5,686,114

Average attendance of Scholars.

For every 100 children on the school registers the average attendance was 82·06, or ·05 more than last year. The percentage of average attendance among the older scholars is this year 87·51. There have been slight decreases in this figure in each of the last two years. In 1899 the percentage was 87·59, and in 1898 87·79. In the case of infants there has been a slight improvement in the percentage of average attendance, the percentage being now 72·18, compared with 72·06 and 70·79 in the preceding years.

The following table summarises these figures in a convenient form, and enables them to be compared with the corresponding statistics for the three preceding years :—

—	Scholars on Registers.	Average Attendance.	Percentage of average Attendance to Scholars on Registers.
1897 - -	5,507,039	4,488,543	81·50
1898 - -	5,576,866	4,554,165	81·66
1899 - -	5,654,092	4,636,938	82·01
1900 - -	5,686,114	4,666,130	82·06

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—	Infants on Registers.	Average Attendance.	Percentage of average Attendance to Infants on Registers.
1897 - -	1,972,331	1,389,978	70·47
1898 - -	2,012,623	1,424,839	70·79
1899 - -	2,032,261	1,464,494	72·06
1900 - -	2,023,319	1,460,576	72·18

—	Older Scholars on Registers.	Average Attendance.	Percentage of average Attendance to Older Scholars on Registers.
1897 - -	3,534,708	3,098,565	87·66
1898 - -	3,564,243	3,129,326	87·79
1899 - -	3,621,831	3,172,444	87·59
1900 - -	3,662,795	3,205,554	87·51

We proceed to give, as in previous years, an estimate of the number of children who might be in attendance at public elementary day schools, and to compare this number with the number of those actually in attendance.

While, with our present population, it is estimated that there might be 6,418,381 (1 in 5) on the registers, and 5,348,651 (1 in 6) in average daily attendance, our returns show only 5,686,114 children on the registers, and 4,666,130 in average daily attendance.

The following table shows the estimated number of children of the class usually found in public elementary schools, *from* 5 *to* 13 *years of age*, with the number and proportion of such children whose names are borne on the registers of inspected schools :—

Age.	Estimated Number of Children at Middle of Year.	Number of Children on Registers.	Percentage of Children on Registers to estimated Number of Children.
	1900.	1900.	1900.
Between 5 and 7 -	1,288,515	1,210,420	93·9
Between 7 and 11 -	2,525,670	2,475,993	98·0
Between 11 and 13 -	1,222,245	1,104,132	90·3
Total - -	5,036,430	4,790,545	95·1

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II. Grants Awarded and Subjects Taught.

Parliamentary Grants. (Annual Grants and Fee Grant.)

The Annual Grants paid to Public Elementary Day Schools in the year ending the 31st August, 1900, amounted to 4,911,269*l.*, and the Fee Grants paid in the same period to 2,317,464*l.* These figures show an increase of 76,214*l.* in Annual Grant, and of 14,891*l.* in Fee Grant over the corresponding figures for the previous year. The following table compares these grants for the last four years:—

—	Annual Grants to Public Elementary Day Schools.	Fee Grants.
1897 - - -	£4,339,739	£2,226,522
1898 - - -	4,554,932	2,265,319
1899 - - -	4 835,055	2,302,573
1900 - - -	4,911,269	2,317,464

Grants per Scholar in average attendance.

The Annual Government Grant (exclusive of fee and aid grants) per day scholar in actual average attendance was 1*l.* 1*s.* 0½*d.*, as compared with 1*l.* 0*s.* 10¼d. in the previous year. This is an increase of 2¼*d.* per scholar.

In Board Schools the grant earned by each scholar in average attendance was 1*l.* 1*s.* 5¼*d.*, showing an increase for the year of 1¼*d.*, and in Voluntary Schools the grant was 1*l.* 0*s.* 8¾*d.*, showing an increase of 3½*d.*

The following table gives these figures for 1900 and 1899, for England and Wales separately:—

Annual Government Grant per Scholar in Average Attendance.

—		England.	Wales.
		£ *s.* *d.*	£ *s.* *d.*
1899	In Board Schools - - - -	1 1 1	1 0 10
	In Voluntary Schools - - -	1 0 4	1 0 7
1900	In Board Schools - - - -	1 1 3	1 1 1
	In Voluntary Schools - - -	1 0 7	1 0 9

We proceed to give, as in previous years, full particulars with regard to the grants awarded, the subjects taught, and the

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number of scholars upon whom each grant has been paid. A tabular statement of the amounts earned by the school managers under the various sections of Articles 98-105 of the Code will be found in Tables 19-21 of the Appendix, Vol. II.

(i.) *Infants.*

Infants.

The number of infant departments where the scholars are taught by a certificated teacher of their own continues to increase. During the past year 8,020 such schools have been inspected, with an average attendance for payment of 1,247,643, being an increase on the previous year of 38 schools and 3,761 average attendance. The number of infant classes have decreased during the year from 5,685 with an average attendance for payment of 232,427, to 5,672 with an average attendance for payment of 230,568.

Table No. 18.† Infant schools and classes. Attendance.

In infant schools and classes the grant is made entirely on the average attendance. The number of scholars on the registers of infant schools and classes was 2,023,319, of whom 318,990 were upwards of 7 years of age, and the actual average number in attendance was 1,460,576, or 72·18 per cent. These numbers do not include the infant classes of which the average attendance is less than 20. Those classes are counted for purposes of statistics and grant with the older scholars.

Table No. 18.† (Claims for grants, Article 98.)

The average number in attendance *for payment* does not include the average (1,686) calculated on the attendance of scholars while under 3 years of age; it may, however, be observed that according to our returns there were 3,137 children under three years of age on the registers of the infant schools and classes. This is a decrease as compared with last year's total (3,593).

Table No. 28.† Fixed grant, Article 98 (*a*).

The number of infant *schools* under certificated teachers of their own was 8,020, with an average attendance for payment of 1,247,643. Only 13 of these schools were recommended for grants at the lower rate of 7*s*. The number of *classes* was 5,672 of which 5,407, with an average attendance of 222,854, taught in rooms properly constructed and furnished for the instruction of infants by teachers not less than 18 years old approved by the Inspectors, were paid at the higher rate of 9*s*., and 264, with an average attendance of 7,693, were paid at the lower rate of 7*s*. In the case of one school and of one class the grant has been refused on account of non-compliance with the requirements of the Code. The average "number for payment" in each *school* was 156, while for each class it did not exceed 41. In 1899 the number of classes paid at the higher rate was 5,685, the number paid at the lower rate was 344, while the number of classes to which the grant was refused was two.

† See Part II. of the Appendix, Vol. II.

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The variable grant was paid as follows:—8,075 schools and classes (58·98 per cent.), with an average attendance of 1,137,214 (76·93 per cent.), at the rate of 6*s.*; at the rate of 4*s.*, in 5,201 schools and classes (37·98 per cent.), in which the average attendance was 323,869 (21·91 per cent.); and at the rate of 2*s.* in 414 schools and classes (3·02 per cent.), in which the average attendance was 17,045 (1·15 per cent.). The average "number for payment" in each school or class paid at the rate of 6*s.* was 141; at the rate of 4*s.*, 62; and at 2s., 41. It thus appears that, as a general rule, the larger the infant school the higher is its merit. The variable grant was only withheld in 2 cases (·02 per cent.), as compared with 3 cases (·02 per cent.) in 1899. Table No. 29.† Variable grant. Article 98 (*b*).

The grant of 1*s.* under this article has been earned in 13,688 schools and classes (99·97 per cent., as compared with 99·96 per cent. in 1899), and by an average attendance of 1,477,602; it was not earned in 4 schools and classes (·03 per cent. as compared with ·04 per cent. in 1899). The infant boys are obtaining a fair share of the grant, and it is plain that drawing is preferred to needlework as a subject for them; out of an average attendance of 762,552 boys the grant has been earned by 762,014 (709,737 for drawing and 52,277 for needlework), or 99·93 per cent. Table No. 29.† Needlework or drawing. Article 98 (*c*).

The grant for singing has been earned at the rate of 1*s.* on account of satisfactory instruction by note in 11,908 schools and classes (86·97 per cent.), with an average attendance of 1,386,442 (93·79 per cent.), and at the rate of 6*d.* for singing by ear in 1,780 (13·00 per cent.), with an average attendance of 91,641 (6·20 per cent.). No grant was paid in 4 cases, in 3 of which singing was not taught. The average "number for payment" in each school or class claiming grants at the rate of 1*s.* was 117; at the rate of 6*d.* it was 51. Table No. 29.† Singing. Article 98 (*d*).

The average amount claimed per unit of the "number for payment" was as follows in 1900 and 1899 respectively— Table No. 20.† Rate of claim per head.

	1900.	1899.
	s. *d.*	*s.* *d.*
Under Article 98 (*a.*) (fixed grant) -	8 11¾	8 11¾
„ „ (*b.*) (variable)- -	5 6¼	5 5
„ „ (*c.*) (needlework and drawing) -	1 0	1 0
„ „ (*d.*) (singing) - -	0 11½	0 11½
Total - - -	16 5½	16 4¼

In Table 51† will be found particulars of these various percentages, and of the amount claimed per unit of the average attendance for the last ten years.

† See Part II. of the Appendix, Vol. II.

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Table No. 28 † Schools warned. Article 86.

The Inspectors have reported 3 infant schools or classes to be inefficient, to which formal warning has been given by the Board under Article 86 that the grants may be withheld at the next annual inspection if the Inspector again reports them to be inefficient. In 1899 11 infant schools or classes were so warned.

Grants withheld. Article 86.

In one case the grant has been withheld under Article 86 on a second report of inefficiency. In 1899 the grant was not withheld in any case.

(ii.) *Older Scholars.*

Table No. 17. † Schools for older scholars. Article 101.

The number of older scholars on the registers was 3,662,795, and the actual average attendance was 3,205,554, or 87·51 per cent.

The average number in attendance "for payment," 3,230,236 in 23,214 departments, is exclusive of 3,107 disallowed under Article 13, but includes 27,789 for special attendances calculated under Articles 12*b*. and 101*. The special attendances allowed under Article 12*b*. were 5,826 for boys and 6,042 for girls. The actual

Half-timers.

number of scholars on whose account as half-timers special attendances have been claimed is 89,036, as compared with 95,621, in 1899, 103,678 in 1898, 110,654 in 1897, 119,747 in 1896, and 126,896 in 1895. More than half of them, 52,289 (58·7 per cent. as compared with 56·8 per cent. in 1899), are to be found in Lancashire. The remainder are spread over the country in inconsiderable numbers, except as regards Yorkshire, where there are 23,456 (26·3 per cent., as compared with 26·0 in 1899); and Cheshire, where there are 5,026 (5·1 per cent., as compared with 6·1 in 1899). The total number of half-timers in London is 650 as compared with 950 in 1899, and in the whole of Wales there are only 47 as compared with 67 in 1899. In Table 9 will be found the number of half-timers in each of the administrative counties and county boroughs of England and Wales. Half-timers are not generally taught apart from "whole time" scholars; but they are in most cases mixed in the same school or class.

The decrease in the number of scholars claiming special attendances as half-timers may be attributed in part to the raising of the minimum age at which children may be employed as half-time scholars, and in part to the abolition in certain districts of the half-time clause in the Bye-laws.

Table No. 23. Principal grant. Article 101 (*a*).

Grants under Article 101 (*a*) have been made at the rate of 12*s*. 6*d*. to 7,882 departments (33·96 per cent., as compared with 38·66 in 1899), with an average attendance of 627,337; and at the rate of 14*s*. to 15,329 departments (66·03 per cent., as compared with 61·33 in 1899), with an average attendance of 2,602,705.

† See Part II. of the Appendix, Vol. II

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Grants for discipline and organisation have been paid at the higher rate of 1*s.* 6*d.* to 22,085 departments (95·14 per cent., as compared with 93·65 in 1899), with an average attendance of 3,132,791; and at the lower rate of 1*s.* to 1,126 departments (4·85 per cent., as compared with 6·34 in 1899), with an average attendance of 97,251. Grant for discipline and organisation. Article 101 (*b*).

Grants for Drawing have during the past year been paid to 19,497 departments and on an average attendance of 1,950,391 (1,656,107 boys and 294,284 girls). Grants have been refused to 31 departments and to an average attendance of 836. Table No. 24.† Drawing Article 101 (*c*) i.

The grant at the rate of 1*s.* under this Article has been paid on account of the girls in 12,750 departments (66·56 per cent. as compared with 63·52 in 1899). It has not been paid in 10 departments (·05 per cent.), with an average attendance of 200 The remainder of the schools eligible for a grant for needlework 6,396 (33·39 per cent.), with an average attendance of 562,814 (35·79 per cent.), made their claim for it as a class subject under Article 101 (*c.*) v. It is the smaller schools that claim for needlework under Article 101 (*c.*) ii., the average "number for payment" per school under this Article being 79, as against 88, the average for schools claiming grant as a class subject. Needlework. Article 101 (*c*) ii.

The grant at the rate of 1*s.* for singing by note has been earned in 18,888 departments (81·37 per cent., as compared with 78·82 in 1899), with an average attendance of 2,985,452 (92·42 per cent.); at the rate of 6*d.* for singing by ear, in 4,298 departments (18·51 per cent., as compared with 21·04 in 1899), with an average attendance of 243,909 (7·55 per cent.). The grant was not paid in 28 (in 1899, in 32) departments (with an average attendance of 875), in 19 of which singing was not a subject of instruction. The average "numbers for payment" in each department were in those paid at the rate of 1*s.*, 158; in those paid at the rate of 6*d.*, 57; and for each department where the grant was not paid, 31. Singing. Article 101 (*d*).

It appears that 23,210 of the departments for older scholars have claimed the grant for class subjects, and in 23,155 departments, on account of an average attendance of 3,227,985, such grants have been paid. Class subject grants have been wholly refused in 55 cases and to an average attendance of 2,168. In 4 departments with an average attendance of 83 no class subject was taken. In 1899 no class subject was taken in 2 departments with an average attendance of 76. That the departments to which grants are refused or which take no class subject are generally the smallest is shown by the average "number for payment" in each of them, viz., 39, in those schools where the grant has been refused, and 21 where no class subject has been taken, while the same average for each department in which the grant was paid was 139. Table No. 25.† Class subjects. Article 101 (*e*).

The grant for the first class subject was paid to 23,108 departments (99·56 per cent., as compared with 99·31 in 1899), at First class subject.

† See Part II. of the Appendix, Vol. II.

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the rate of 2*s.* to an average attendance of 3,042,850, and at the rate of 1*s.* to an average attendance of 183,143, and "refused" to 102 departments and to an average attendance of 4,160.

Second class subject.

Grants for a second class subject were claimed in 21,322 departments, and payments were made to 21,283 departments (99·82 per cent., as compared with 99·69 in 1899), at the rate of 2*s.* on an average attendance of 2,990,339 and at the rate of 1*s.* on an average attendance of 100,516. It was refused in 39 departments and to an average attendance of 2,367. In 1899 it was refused in 65 departments and to an average attendance of 3,391.

Elementary science has been taken as a class subject in 19,998 departments (in 1899, 21,301), English in 12,993 departments (in 1899, 13,194), geography in 18,632 departments (in 1899, 17,872), needlework by the girls in 6,396 departments (in 1899, 6,952), and history in 5,838 departments (in 1899, 5,879).

Welsh has been taken in 18 departments (in 1899, 15), suitable occupations in 121 departments, and domestic economy in 981 departments (in 1899, 886).

Since 1893, the teaching of at least one class subject has been one of the conditions of annual grants under Article 85 (*b.*) (2) of the Code, and one of the class subjects must be taught by means of object lessons in Standards I., II., and III., or in the lower group in schools taking schemes in Schedule S. of the Code.

Tables No. 26 and 27. Specific subjects. Article 101 (*f*).

The grants for specific subjects were formerly made at the rate of 2*s.* or 3*s.* for each scholar presented in any subject not exceeding two, on the examination of individual scholars who have passed Standard IV. They are now calculated as follows:—All the hours during which any registered scholar (in Standard V.-VII.) has received instruction during the school year in one or two specific subjects, in which not less than 40 hours' instruction has been given during the school year, are added together, and a grant of 1*s.* or 6*d.* is paid for every complete 24 hours. The number of scholars who received instruction during the past year was 330,815 in 3,683 departments, of which number 104,817 received instruction in two subjects. Of these scholars 88,101 were in the district of the School Board for London, 69,732 being in board schools. Of the total number of complete 24 hours (832,489) 795,553 (99·56 per cent.) were paid at the rate of 1*s.*; 35,358 (4·25 per cent.) were paid at the rate of 6*d.*; and payment was refused for 1,578 (·19 per cent). Only 8 departments were totally refused a grant. Over 85 per cent. of the presentations were in algebra, domestic economy, mechanics, French or German, animal physiology, shorthand and mensuration.

Table No. 26.† Cookery. Article 101 (*g*).

Cookery has been taught to the girls in 3,723 schools, in 3,676 departments of which the Inspectors have been satisfied with the arrangements made for its practical teaching, and 215,405 girls have earned the grant at the rate of 4*s.* In 1899, the subject was taught in 3,545 schools, and 199,469 girls earned the grant.

† See Part II. of the Appendix, Vol. II.

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Arrangements are made, in most parts of the country, by school boards and voluntary associations, for giving girls, in the later years of their attendance at school, some practical instruction in this subject. The grants offered by the Code (Article 101 (*g.*)) have done much in encouraging managers to make cookery a part of the ordinary course of instruction.

Laundry work. Article 101 (*h*).

Grants of 2*s.* for laundry work have been paid on account of 26,625 girls in 707 departments. The figures in 1896, were 17,252 and 470 respectively; in 1897, 22,623 and 561, in 1898, 22,616 and 593, and in 1899, 25,613 and 647.

Dairy work Article 101 (*i*). Cottage Gardening. Article 101 (*k*).

Dairy work has been taught during the past year in five schools only, to two of which grants of 4*s.* have been paid on account of 17 girls. Cottage gardening has been taught to the boys in 110 schools, in 90 departments of which grants have been paid, viz., grants of 2*s.* each in the case of 447 boys, and of 4*s.* each for 1,098 boys. These figures show a slight increase both for Cottage gardening and Dairy work over the corresponding figures for 1899.

Manual Instruction. Article 101 (*l.*).

During the past year 1,708 schools have taken manual instruction, and grants have been paid to 1,524 departments— to 11,379 boys at the rate of 6*s.*, and to 78,336 boys at the rate of 7*s.*

The code of 1900 offered grants for Household Management— to include Cookery, Laundry Work and Practical Housewifery —at the rate of 7*s.* per 100 hours' attendance made by each girl in Standard V., or any higher Standard who attended lessons given in accordance with an approved scheme. The Article (101 (*m.*)) of the Code has only been in force a short time, and grants have, during the past year, only been paid to one department and for 27 scholars.

Table No. 19.† Rate of claim per head.

The average amount claimed per unit of the average number in attendance for payment under Article 101 was as follows in 1900 and 1899 respectively:—

	1900.		1899.	
	s.	*d.*	*s.*	*d.*
Article 101 (*a.*), principal grant -	13	8½	13	7¾
„ (*b.*), discipline and organisation -	1	6	1	5¾
„ (*c.*) i., drawing - -	1	0¾	1	0½
„ (*c.*) ii., needlework -	0	3¾	0	3½
„ (*d.*), singing - -	0	11½	0	11½
„ (*e.*), class subjects -	3	9¾	3	9¼
„ (*f.*), specific subjects -	0	3	0	2¾
„ (*g.*), cookery - -	0	3¼	0	3
„ (*h.*), laundry work -				
„ (*i.*), dairy work -	0	0¼	0	0¼
„ (*k.*), cottage gardening				
„ (*l.*), manual instruction	0	2¼	0	2
Total - -	22	1	21	10¼

† See Part II. of the Appendix, Vol. II.

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In Table 50† will be found particulars of these various percentages and of the amount claimed per unit of the average attendance for the last ten years.

Table No. 23.† Schools warned. Article 86 (1).

The Inspectors have reported 30 schools for older scholars to be inefficient, to which formal warning has been given by the Board under Article 86 that the grants may be withheld at the next annual inspection if the Inspector again reports them to be inefficient. In 1899, 42 schools were so warned.

In one case the grant has been withheld under Article 86 on a second report of inefficiency. In 1899 the grant was withheld from this cause in three cases.

Table No. 3.† Sum total of grants, Arts. 98 and 101 (*a*—*m*.).

The grant earned by the managers under Articles 98 and 101 (*a*.—*e*.) and 101* on the average number of scholars in attendance amounted to 4,661,183*l*.; the amount earned on examination in specific subjects under Article 101 (*f*.) was 40,734*l*.; for cookery under Article 101 (*g*.) 43,002*l*.; for laundry work under Article 101 (*h*.) 2,654*l*.; for dairy work under article 101 (*i*.) 3*l*. 8*s*. 0*d*.; for cottage gardening under Article 101 (*k*.) 257*l*.; for manual instruction under Article 101 (*l*.) 30,990*l*, and for household management under Article 101 (*m*.) 9*l*. 9*s*. 0*d*.

Table No. 16.† Singing.

Of the 31,215 departments of schools in which singing is taught, the instruction is given *by ear* in 4,577 (14·6 per cent.); *by note* in 26,638, in 26,333 of which (98·8 per cent.) the Inspectors have been satisfied that the instruction has been satisfactorily given and recommended the grant at the higher rate of 1*s*. In 1899, instruction was by ear in 16·8 per cent. of the departments, and the grant at the higher rate for satisfactory instruction by note in 98·6 per cent. of the departments so taught.

(iii.) *Special Grants.*

Table No. 30.† Epidemic Grant. Article 101*.

Under Article 101,* which provides for grants in cases of epidemics, special grants were paid to 7,077 departments, for an average number in attendance of 35,242. In 1899 such grants were paid to 5,695 departments.

Grants to pupil-teachers. Article 102.

Grants, amounting to 47,304*l*., were earned under Article 102 on account of 11,133 pupil-teachers who passed a fair examination, and on account of 8,165 for a good examination. These grants in 1899 amounted to 47,496*l*. on account of 12,218 pupil-teachers, who passed a fair, and of 7,647 who passed a good, examination. Grants were also paid by the Board for pupil teachers' drawing; these grants amounted to 94*l*. 10*s*.

Grants to schools in small places. Articles 104 and 105.

Under Article 104, grants were made to 3,356 schools in places with a small population, 1,797 of which were paid at the rate of 10*l*., and 1,559 at the rate of 15*l*. In 1899, these grants were made to 3,317 schools, viz., to 1,782 at 10*l*., and to 1,535 at 15*l*.

Special grants at the rate of 10*l*. were made under Article 105 to 4,712 schools (in 1899 to 4,571 schools).

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† See Part II. of the Appendix, Vol. II.

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(iv.) *Extra Subjects of Instruction, etc.*

It appears from the reports of the inspectors that *military drill*, which (as distinguished from the ordinary school drill practised in every good school) was first recognised by the Code of 1871, is systematically taught to the boys attending 2,838 day schools (in 1899, 2,659). The higher grant for discipline and organisation is not paid to any school in which provision has not been made for instruction in Swedish or other drill, or in suitable physical exercises; but children employed in labour and attending school half time, and children for whom such instruction is unsuitable, may be exempted. (Article 101 (*b.*) (i) of the Code.) Table No. 16 † Drill.

Manual instruction has been taught to the scholars in 1,708 schools, and physical exercises in 9,675. The corresponding figures in 1899 were 1,587 and 9,115.

School libraries have been established in 8,114 schools (in 1899, 7,875), each library containing, on an average, 221 volumes; savings banks in 7,133 (in 1899, 7,337). School libraries and Savings Banks.

In Table 48† will be found particulars for the last 10 years as to the number of schools in which military drill, manual instruction, and physical exercises have been taught, and in which school libraries and savings banks have been established.

III. Free Education.

There are now in England and Wales 17,349 free public elementary day schools, and 5,036,793 free scholars. There remain only 91 schools (the same number as in the previous year) which refuse the fee-grant. The number of schools which, while receiving the fee-grant, continue to charge such fees as the law allows, has fallen from 2,725 to 2,660. The number of fee-paying scholars in all classes of public elementary day schools has declined from 670,282 in 1899 to 649,321 in 1900. The figures for the years 1897–1900 inclusive are shown in the following table in a summary form:— Free education.

—	Fee-paying Scholars.	Free Scholars.	Free Schools.
1897 - -	735,142	4,771,897	16,912
1898 - -	706,251	4,870,615	17,008
1899 - -	670,282	4,983,810	17,248
1900 - -	649,321	5,036,793	17,349

† See Part II. of the Appendix, Vol. II.

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IV. Teaching Power.

Tables Nos 33-36.†

The 20,100 elementary day schools in England and Wales, inspected in 1900, provided accommodation, in 31,234 departments for 6,509,611 scholars, of whom 4,666,130 were on an average in daily attendance and 64,038 certificated or provisionally certificated teachers were employed in their instruction, as compared with 62,085 last year. There is thus one certificated or provisionally certificated teacher to every 72·8 children in average attendance.

Teachers employed

There were in 1900 at work in schools under inspection 29,393 pupil-teachers, 32,436 assistant, 64,038 certificated or provisionally certificated teachers, and 17,512 additional women teachers. The figures in 1899 were 30,783 pupil-teachers, 30,233 assistant, 62,085 certificated or provisionally certificated teachers, and 16,717 additional women teachers. The figures this year therefore show an increase of 1,953 certificated or provisionally certificated teachers, an increase of 2,203 assistant teachers, and an increase of 795 additional women teachers, but a decrease of 1,390 pupil-teachers. The increase of adult female teachers recognised under Art. 68 of the Code is to be remarked. The number of those teachers, which in 1893 was 8,534, rose in 1894 to 10,196, in 1895 to 11,678, in 1896 to 12,838, in 1897 to 14,155, in 1898 to 15,136, in 1899 to 16,717 and in 1900 to 17,512 an increase in the last seven years of over 100 per cent.

In the year ended 31st December, 1900, nine graduates holding recognised certificates of proficiency in teaching were recognised as certificated teachers under Article 60 (*b*) of the Code of 1900, and seven trained teachers certificated in the first class by the Irish Commissioners of National Education were recognised as certificated teachers under Article 60 (*c*). Seventy-four persons already qualified as certificated teachers were admitted as students to Training Colleges for one year's training under Article 115 (*b*), two persons took advantage of the facilities offered by Article 115 (*c*) to graduates wishing to obtain a year's training, and 23 persons availed themselves of the permission to enter a Training College by means of the examinations now recognised for that purpose as alternatives to the King's Scholarship examination (Article 115 (*d*)). Ninety-seven men and 75 women students received a third year's training.

Article 52.

Provisional certificates (which hold good till the end of the school-year in which the teacher completes his or her 26th year) are granted annually to ex-pupil-teachers, qualifying them to take charge of small schools with less than 50 children in average attendance throughout the year. In order further to increase the supply of such teachers, candidates who have passed the first of the two examinations which qualify for a certificate are also recognised as provisionally certificated; and persons who have served for not less than twelve months as assistant teachers under Article 51, having previously passed a University or other examination recognised by the Board, and women who after

† See Part II. of the Appendix, Vol. II.

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two years' service in public elementary schools as recognised additional teachers (Article 68) have obtained a place in the first class in the King's Scholarship Examination, may also be recognised as provisionally certificated teachers on the recommendation of the Inspector. The total number of provisionally certificated teachers now in charge of schools is only 29, 1 man and 28 women.

Teachers qualified under Article 50 or 51 may also under certain conditions be recognised as qualified to take charge of schools with an average attendance of not more than 30 scholars, or (under the Code of 1901) of schools with an average attendance of not more than 40 scholars (Article 82 (b)). The number of teachers so recognised in 1900 was 169.

Trained teachers.

The extent to which the Training Colleges have contributed to the present supply of efficient teachers in England and Wales is shown by the fact that of 24,557 certificated masters employed in schools reported on last year 16,941, or 69 per cent., had been trained for two years or over, and 710, or 2·9 per cent., for less than two years; while 6,906, or 28·1 per cent., were not so trained. In like manner, of 39,481 certificated schoolmistresses, 18,238, or 46·2 per cent., had been trained for two years or over; 1,079, or 2·7 per cent., for less than two years; and 20,164, or 51·1 per cent., were not trained in colleges. Of the teachers, however, who, from whatever cause, have not attended a Training College, a considerable proportion cannot, except in a technical sense of the word, be classed as untrained, as they have passed through the pupil-teacher's course under the superintendence of some of the best teachers, and have served as assistants in large schools, before passing the examination for a certificate and undertaking independent charges.

Salaries.

The following table of the salaries now enjoyed by the masters and mistresses of public elementary schools, when compared with those published from time to time in former reports of the Board shows the marked improvement which has taken place of late years in the position and prospects of certificated teachers:—

CERTIFICATED MASTERS.

—	Number and percentage in receipt of Salaries of									
	Under 50*l.*	50*l.* and under 100*l.*	100*l.* and under 150*l.*	150*l.* and under 200*l.*	200*l.* and under 250*l.*	250*l.* and under 300*l*	300*l.* and under 400*l.*	400*l.* and under 500*l.*	500*l.* and over. *	Total.
Principal	6	2,689	5,497	2,599	1,248	530	439	20	5	13,033
	·0	20·6	42·3	19·9	9·6	4·0	3·4	·2	·0	—
Additional	11	5,558	3,823	1,335	12	—	—	1	—	10,740
	·1	51·8	35·5	12·5	·1	—	—	·0	—	—

* Viz.—Three between 500*l.* and 600*l.*, one at 700*l.*, and one at 1000*l.*

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CERTIFICATED MISTRESSES.

—	Number and percentage in receipt of Salaries of										
	Under 25*l.*	25*l.* and under 50*l.*	50*l.* and under 75*l.*	75*l.* and under 100*l.*	100*l.* and under 125*l.*	125*l.* and under 150*l.*	150*l.* and under 200*l.*	200*l.* and under 250*l.*	250*l.* and under 300*l.*	300*l.* and under 400*l.*	Total.
Principal	—	173	5,601	5,715	2,813	1,265	963	572	123	14	17,239
	—	1·0	32·5	33·1	16·4	7·3	5·6	3·3	·7	·1	—
Additional	18	1,189	10,018	5,693	3,042	1,139	13	1	—	—	21,113
	·1	5·6	47·5	26·9	14·4	5·4	·1	·0	—	—	—

The average salary of a certificated master, which in 1870 was 94*l.* 2*s.* 1*d.*, is now 127*l.* 2*s.* 7*d.*; that of a schoolmistress was 57*l.* 11*s.* 1*d.* in 1870, and is now 85*l.* 9*s.* 1*d.* In addition to their other emoluments, 6,131 out of 23,773 masters, and 4,371 out of 38,352 mistresses, are provided with residences free of rent; these averages are calculated upon the whole of the certificated teachers (where returns are given) whether principal or additional.

These figures are useful as showing the increase that has taken place in the emoluments of a certificated teacher since 1870, but they are misleading as a test of the salary paid to the principal teacher. In the earlier years of the Elementary Education Act, certificated teachers were in great demand, and we find in our Reports of that period paragraphs dealing with fears that had been raised lest the great increase of schools should not be met by a corresponding increase in the number of certificated teachers; and various expedients were adopted to increase their number. Almost without exception all the certificated teachers were then in charge of schools, while in the present day about half the certificated teachers are teaching as assistants. Thus, out of the 23,773 certificated masters whose salaries are given, only 13,033, or 54·8 per cent., are in charge of schools; and out of the similar 38,352 certificated mistresses, only 17,239, or 44·9 per cent., are in charge of schools. In order therefore to show the rise that has taken place in the salaries of principal teachers since 1870, we must compare the salaries of all certificated teachers in that year with principal teachers only in 1900. Thus we find that 94*l.* 2*s.* 1*d.*, the average salary of a certificated master in 1870, has risen to 145*l.* 15*s.* 3*d.*, an increase of over 54 per cent.: and that 57*l.* 11*s.* 1*d.*, the average salary of a certificated mistress in 1870 has risen to 95*l.* 14*s.* 9*d.*, an increase of over 66 per cent.

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The number of principal mistresses has increased in a greater ratio than that of the principal masters, but if we compare the average salary given in 1870 to a principal certificated teacher, whether master or mistress, with that given last year, we find that there has been a considerable increase during these 30 years. In 1870 the average was 76*l.* 6*s.* 11*d.*, it is now 117*l.* 5*s.* 6*d.*, showing an increase of nearly 54 per cent.

In the following Table is shown the improvement that has been effected since 1874 (when these particulars were first tabulated) in the salaries of all certificated teachers and also the greater improvement that has been effected in the salary of principal teachers only:—

Percentage of Certificated Masters who are in Receipt of Salaries of—	1874.	1900.	
	All Certificated Masters.	All Certificated Masters.	Principal Masters only.
£300 a year and over	·3	1·9	3·6
£200 „ „	3·3	9·5	17·2
£150 „ „	12·4	26·0	37·1
£100 „ „	48·8	65·2	79·4

Percentage of Certificated Mistresses who are in Receipt of Salaries of—	1874.	1900.	
	All Certificated Mistresses.	All Certificated Mistresses.	Principal Mistresses only.
£200 a year and over	·0	1·9	4·1
£150 „ „	·4	4·4	9·7
£100 „ „	5·5	25·9	33·4
£ 75 „ „	23·8	55·7	66·5
£ 50 „ „	79·0	96·4	99·0

We may mention, with regard to the principal teachers in the metropolitan district, that, in the past year, the average salary of

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352 masters in voluntary schools was 167*l.* 5*s.* 1*d.*, and that of 465 masters in board schools 292*l.* 10*s.* 5*d.*, while 951 schoolmistresses in board schools enjoyed an average income of 206*l.* 4*s.* 3*d.* as compared with 101*l.* 15*s.* 7*d.*, that of 778 mistresses in voluntary schools. The salaries of 11 masters in voluntary schools, and of 259 in board schools, amounted to 300*l.* a year and upwards, while 11 schoolmistresses in voluntary, and 574 in board schools, had salaries of 200*l.* and upwards.

Increase of female teachers.

We may note here the great and increasing proportion of women and girl teachers now employed in elementary schools.

In 1869, for every 100 teachers of each class, 48 certificated teachers, 60 assistant teachers, and 57 pupil-teachers were women and girls; these proportions increased in 1880 to 58 certificated teachers, 66 assistant teachers, and 68 pupil-teachers, and in 1900 to 62 certificated teachers, 84 assistant teachers, and 81 pupil-teachers.

The number of girl pupil-teachers in 1869 was 7,273; they now number 23,779, an increase of nearly 227 per cent. The boy pupil-teachers, who numbered 5,569 in 1869, now number 5,614.

Taking all classes of teachers—certificated, assistant, additional, and pupil-teachers—we find that whereas in 1869 the women and girls were not 53 per cent. of the total, they now number over 75 per cent.

Admission to Training Colleges.

The curve diagrams, illustrating Tables 55 and 56,† show the figures for the past 31 years for all teachers.

The following table shows the number of candidates for admission to Training Colleges in 1900 and 1899 respectively. The figures show a decline of 302 male and 994 female candidates.

NUMBER of CANDIDATES examined for ADMISSION to TRAINING COLLEGES.

	1899.		1900.	
	Men.	Women.	Men.	Women.
Candidates examined for the Admission or Queen's Scholarship Examination - - - -	2,904	9,216	2,602	8,220
Candidates who passed the examination successfully -	2,556	7,572	2,347	7,540

† See Part II. of the Appendix, Vol. II.

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V. Pensions and Superannuation.

Pensions.

We received during the year ending at Michaelmas, 1890, 43 applications on behalf of teachers in England and Wales, satisfying the conditions of Article 130, and have awarded 6 pensions of 30*l.*, 18 of 25*l.*, and 19 of 20*l.*

Since the practice of granting pensions was resumed in 1875, we have dealt with 3,868 applications. We have awarded 355 pensions of 30*l.*, 1,067 of 25*l.*, and 1,123 of 20*l.*, and 185 gratuities to the amount of 6,505*l.*

Of the pensions awarded to the present date 1,553 are now in force, viz., 203 at 30*l.*, 631 at 25*l.*, 719 at 20*l.*

Superannuation.

Elementary School Teachers (Superannuation) Act, 1898.

The benefits for which the Act makes provision are of three kinds—the Annuity, the Superannuation Allowance, and the Disablement Allowance.

The Annuity is paid out of the Deferred Annuity Fund. However few or broken a teacher's contributions may have been, the annuity to which they entitle him will be payable upon his reaching the prescribed age, whether he is then in service or not.

The Superannuation Allowance is granted to any teacher who has fulfilled the conditions prescribed by the Act, upon attaining the age of 65 years or any later age to which his certificate may have been extended.

The Disablement Allowance is intended to meet the case of a teacher who, before reaching the age of 65, has become permanently incapable, owing to infirmity of mind or body, of being an efficient teacher in a public elementary school (Section 2 (1) (*c*)). In order to be eligible for this allowance, a teacher thus incapacitated must satisfy certain conditions.

In the year ended 31st March, 1901, 94 teachers (62 men and 32 women) became entitled to annuities under Section 1 (2) (*c*) of the Act amounting to 32*l.* 1*s.* 11*d.* in respect of their contributions to the Deferred Annuity Fund.

In the same period annual superannuation allowances amounting to 3,966*l.* 14*s.* 9*d.* were awarded to 120 teachers (78 men and 42 women) under Sections 1 (2) (*d*) and 5 (2) (*a*).

The certificates of 75 teachers over 65 years of age (51 men and 24 women) were extended on account of special fitness under Section 1 (2) (*a*).

Disablement allowances under Section 2, amounting to

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5,288*l.* 9*s.* 1*d.*, were awarded to 198 teachers, as shown in the following table —

——	Men.	Women.	Total.
Between the ages of 30 and 40 -	6	23	29
„ „ 40 „ 50 -	14	39	53
„ „ 50 „ 60 -	33	55	88
„ „ 60 „ 65 -	12	16	28
	65	133	198

During the year the applications of 4 teachers (1 man and 3 women) were refused, the Treasury not being satisfied that the conditions of a disablement allowance were fulfilled in these cases.

Since the commencement of the Act the deaths of 11 men and 4 women in receipt of superannuation allowances, and of 29 men and 13 women in receipt of disablement allowances, have been notified to the Board of Education.

The following annuities and allowances are now in force:—

Annuities from the Deferred Annuity Fund - - - - - -	89 men	£28	16 10
	41 women	£ 8	7 4
Superannuation Allowances - -	197 men	£7,062	18 3
	93 women	£2,371	15 2
Disablement Allowances - -	115 men	£3,931	4 4
	209 women	£5,000	7 11

The contributions of teachers to the Deferred Annuity Funds received by the Board of Education between the commencement of the Act, viz., 1st April, 1899, and 31st March, 1901, and paid to the National Debt Commissioners amounted to 167,936*l.* 6*s.* 8*d.* (men 91,762*l* 15*s.* 0*d.*, women 76,173*l.* 11*s.* 8*d.*). Of this sum 133,914*l.* 3*s.* 4*d.* (men 73,192*l.* 5*s.* 0*d.*, women 60,721*l.* 18*s.* 4*d.*) was received in the year ending 31st March, 1901.

The rate of contribution is 3*l.* a-year for men, and was 2*l.* a-year for women before 1st April, 1901. From and after that date the rate of contribution for women has been increased by Treasury Warrant dated 26th December, 1900, to 2*l.* 4*s* 0*d.* a-year (Section 1 (2) (*b*) and (3) of the Act).

VI. The Provision of School Accommodation.

The schools in England and Wales, visited by the inspectors, for the purpose of annual grants, which in 1870 provided for 1,878,584 scholars, or for 8·75 per cent. of the population, were in 1900 sufficient for 6,509,611 scholars, or 20·28 per cent. of the population.

The additional amount of accommodation which has thus been

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provided, since 1870, to the extent of 1,845,226* seats by voluntary effort, and 2,785,801 in board schools, has been supplied in several ways.

i. In the 12 years ending on the 31st December, 1882, building grants to the amount of 312,200*l.* were paid by the Education Department on the completion of the erection or enlargement of 1,572 schools, and 933 teachers' residences, affording new or improved accommodation for 280,146 scholars. These grants were met by local contributions to the amount of 1,348,169*l.* exclusive of the value of sites given gratuitously.

ii. The great majority of the remaining voluntary schools, which have come under inspection since 1870, have been erected, enlarged, or improved, without Government aid, at a cost to the promoters, which has been estimated as amounting to at least 11,000,000*l.*

iii. The school boards have availed themselves freely of the power of borrowing, on the security of the rates, given by the Acts of 1870, 1873, 1876, and 1893. Up to the 1st of April, 1901, we had sanctioned 14,898 loans, amounting to 41,621,464*l.* 10*s.* 9*d.*† to 2,238 school boards, by means of which new accommodation has been or is being furnished for 2,788,120 scholars. The estimated cost per child is thus about 14*l.* 18*s.* 7*d.*; but the amount of the loan applied for is generally somewhat in excess of the sum eventually spent. We had also sanctioned loans, amounting to 132,998*l.* 9*s.* 0*d.* to 10 school boards for providing accommodation for 729 blind and deaf scholars, and also 26,818*l.* 18*s.* 0*d.* to 5 school boards for providing accommodation for 390 defective children. The figures for the past year show a decrease in the amount of loans sanctioned over the amount sanctioned in the preceding year. The following table shows the amount of loans sanctioned by the Department for each year since 1890:—

Act of 1873, sec. 10. Act of 1876, sec. 42.

Year.	Amount of Loans.		
	£	*s.*	*d.*
1890-91	1,033,905	4	8
1891-92	1,343,301	13	2
1892-93	1,315,365	9	1
1893-94	1,939,318	19	10
1894-95	2,530,797	14	8
1895-96	2,213,436	12	5
1896-97	1,636,922	0	0
1897-98	1,680,732	10	10
1898-99	2,065,728	13	7
1899-1900	2,336,376	18	6
1900-1901	2,207,284	15	0

iv. The school boards have also acquired a considerable number of schools, either by arrangement with private owners and managers, or, where the premises were held in trust for educational purposes, by transfer under the section of the Act of 1870, specially framed to meet such cases. The principles on which

Act of 1870, s. 19.

* This is an increase of 98·2 per cent., while the average attendance has risen 115·9 per cent. In the past year the accommodation in voluntary schools has increased by 18,741, and in board schools by 73,356 places.

† 24,488,008*l.* 2*s.* 1*d.* from the Public Works Loan Commissioners; and 17,136,456*l.* 8*s.* 8*d.* from the London County Council and in the open market.

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Sec. 23. that section is administered are set forth in the Minutes of the 17th July, 1871, and 13th August, 1875, which, with an explanatory circular and other documents, will be found printed in a collective form in the Appendix to the Report for 1875-6. 1,372 schools, including 973 Church, 24 Wesleyan, and 271 British schools, have been transferred to school boards under these Minutes. Of the 11 schools transferred during the past year 10 were Church schools. We have no definite information with respect to the number of schools made over to boards (section 19) by private managers.

VII. Local Authorities.

(i.) *School Boards.*

In the year ending 31st of August 1900, the number of board schools inspected was 5,691; the accommodation in these schools 2,785,801; and the average attendance 2,177,253.*

Up to the 1st January 1901 (the date to which the following statistics have been corrected) boards have been established in 197 county and municipal boroughs, excluding London. In 57 of these the election was compulsory, to supply a deficiency which could not be met without the aid of rates. In the remaining 140 cases the election was ordered on the voluntary application of the municipal authorities.

Of the 2,347 school boards in towns (unincorporated) and rural parishes, 1,093 have been elected under compulsory orders from the Board, and 205 to meet deficiencies caused by the closing of schools by the managers; while the remaining 1,049 have been called into existence by the voluntary application of the ratepayers.

During the year ending 31st December 1900 we have issued orders creating two new school boards in boroughs and 25 new boards in parishes. Of these boards 18 were formed compulsorily.

Seven parish boards were dissolved by their absorption into municipal boroughs under school boards; one united school board district was dissolved under Sections 42 and 43 of the Elementary Education Act, 1870; and one parish board ceased to exist on the union of its district with another parish.

A detailed analysis will be found in Table 65† of this Report of the distribution of school boards under various Heads of Population.

The population of England and Wales in 1891, the latest date for which the figures for every borough and parish are available, was—

1.	In the Metropolitan District - -	4,228,635
2.	In county and municipal boroughs -	11,468,917
3.	In civil parishes (outside boroughs) -	13,304,973
		29,002,525

* The actual number of board schools on the list for annual grants at that date was 5,758, with accommodation for 2,833,094 scholars; the average attendance was 2,201,049. (*Vide* Table No. 5 in the Appendix, Vol. II.)

† See Part II. of Appendix, Vol. II.

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The population under school boards based on this estimate may be summed up thus:—

		England.		
1	London - - - -		4,228,635	
174	Boards in county and municipal boroughs- - -		9,363,732	
2,023	„ comprising 2,906 parishes -		5,311,042	
2,198			18,903,409	
		Wales.		
23	Boards in county and municipal boroughs- - -		344,254	
324	„ comprising 535 parishes -		895,330	
347			1,239,584	
2,545				20,142,993

(ii.) *School Attendance Committees.*

The Elementary Education Act of 1876 provides for the appointment of a school attendance committee to enforce attendance in every borough and parish for which a school board has not been elected.

These committees have been appointed in all the municipal boroughs (117) which are not under the jurisdiction of school boards, and in all those unions (579) of which any portion is not under the jurisdiction of a school board. We have, further, under the same Act (sec. 33), issued 92 orders authorising urban district councils to appoint school attendance committees for the parishes under their jurisdiction, to the exclusion of the school attendance committees of the unions comprising these parishes.

The total population under school attendance committees is therefore:—

	England.		
112	Boroughs - - - -	1,741,815	
90	Urban district councils - -	958,287	
534	Unions - - - -	5,885,617	
736		8,585,719	
	Wales.		
5	Boroughs - - - -	19,116	
2	Urban district councils - -	12,290	
45	Unions - - - -	242,407	
52		273,813	
788			8,859,532

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VIII. Cost of Maintenance of Schools.

The cost of "maintenance" has again risen both in Board and in Voluntary Schools. For the year 1900 it was in Board Schools 2*l.* 17*s.* 7½*d.* per child in average attendance, an increase of 2*s.* 0½*d.* for the year; and in Voluntary schools, 2*l.* 6*s.* 4½*d.*, an increase of 1s. 3½*d.* The increase in the previous year had been 1*s.* 9½*d.* in Board schools, and 2*s.* 8½*d.* in Voluntary schools. In London the cost per child in average attendance in Board schools has risen from 3*l.* 15*s.* 9¼*d.* to 3*l.* 17*s.* 1¾*d.*, an increase of 1*s.* 4½*d.* as compared with 2*s.* 9¼*d.* in the preceding year.

The total of the contributions from rates for "maintenance" in Board schools has risen in the year from 2,581,533*l.* to 2,809,666*l.*, an increase of 228,133*l.* This total is equivalent to a payment per child of 1*l.* 5*s.* 6*d.*, showing an increase of 1*s.* 8¾*d.* for the year.

The Voluntary contributions have increased in the year from 772,489*l.* to 801,202*l.*, or by 28,713*l.* This represents a payment per child in average attendance in Voluntary schools of 6*s.* 4¾*d.*, an increase of 2¾*d.* for the year.

More detailed figures are given in the following tables:—

1900.	England and Wales.	England and Wales, excluding London.	London.	England, including London.	England, excluding London.	Wales.
	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*
In Board Schools	2 17 7½	2 12 7½	3 17 1¾	2 18 4	2 12 10½	2 10 11¼
In Voluntary Schools	2 6 4½	2 5 9¾	2 13 10	2 6 5¼	2 5 10¼	2 4 7½
These charges were met—						
In *Board Schools*:						
By the ratepayers	1 5 6	1 0 6¾	2 4 9½	1 6 1½	1 0 8	0 19 9¼
By the children	0 0 4½	0 0 5¾	—	0 0 4	0 0 6½	0 0 2¼
By endowment	0 0 0½	0 0 0½	—	0 0 0½	0 0 0½	—
By other local sources	0 0 6	0 0 6	0 0 5¾	0 0 6¼	0 0 6¼	0 0 2¼
By Government grants*—						
Annual grant	1 1 1½	1 0 11¾	1 1 8¾	1 1 2	1 1 0	1 0 7
Fee grant	0 10 0½	0 10 0¾	0 9 11¼	0 10 0½	0 10 0¾	0 10 1¼
Science and Art grant	0 0 1	0 0 0¾	0 0 2½	0 0 1	0 0 ¾	0 0 1
Total	2 17 7½	2 12 7½	3 17 1¾	2 18 4	2 12 10½	2 10 11¼

* The grant per child is found by dividing the total grants brought to account by the total actual average attendance of the year. The amount does not, therefore, necessarily agree with the average grant per child paid by the Department in the preceding year, unless the total actual average attendance is the same for both years. The fee grant is paid on the additional attendances allowed under Article 12 (*b*) of the Code, and when brought to account and divided by the actual average attendance only it may represent more than ten shillings per child. The aid grant may exceed five shillings per child on account of two years' grants being included in the balance sheet of some schools, and having been paid on a higher average attendance than that of the present year.

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1900.	England and Wales.	England and Wales, excluding London.	London.	England, including London.	England, excluding London.	Wales.
In *Voluntary Schools:*	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
By the subscribers	0 6 4¾	0 6 2¾	0 8 8½	0 6 4½	0 6 2¼	0 6 11
By the children	0 1 7	0 1 5	0 3 9	0 1 7¾	0 1 5¾	0 0 3
By endowment	0 1 2½	0 1 0½	0 3 3½	0 1 2½	0 1 0½	0 1 4½
By other local sources	0 0 5	0 0 4¾	0 0 7¾	0 0 5	0 0 4¾	0 0 2¾
By Government grants*—						
Annual grant	1 0 6½	1 0 6½	1 0 7	1 0 6½	1 0 6½	1 0 6¾
Fee grant	0 9 11¾	0 10 0¼	0 9 6½	0 9 11¾	0 10 0¼	0 10 0¾
Aid grant	0 5 4¾	0 5 4¾	0 5 11½	0 5 5	0 5 4¾	0 4 9¾
Science and Art Grant	0 0 0½	0 0 0	0 0 0½	0 0 0½	0 0 0	0 0 0
Total	2 5 6½	2 5 0	2 12 5¾	2 5 7	2 5 0½	2 4 2½

The following table shows the corresponding figures for 1899 :—

1899.	England and Wales.	England and Wales, excluding London.	London.	England, including London.	England, excluding London.	Wales.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
In Board Schools	2 15 7	2 10 5½	3 15 9½	2 16 1¾	2 10 7½	2 9 1½
In Voluntary Schools	2 5 1½	2 4 6	2 12 11¾	2 5 1¾	2 4 6¼	2 4 0½
These charges were met :—						
In *Board Schools*—						
By the ratepayers	1 3 9½	0 18 9	2 3 7½	1 4 2½	0 18 8¾	0 18 10¾
By the children	0 0 5	0 0 6¼	—	0 0 5½	0 0 6¾	0 0 2½
By endowment	0 0 0½	0 0 0½	—	0 0 0½	0 0 0½	0 0 0
By other local sources	0 0 5	0 0 4¾	0 0 6½	0 0 5½	0 0 5½	0 0 2
By Government grants :—*						
Annual grant	1 0 1½	0 19 10¾	1 0 11	1 0 1¾	0 19 11¼	0 19 6
Fee grant	0 10 0	0 9 11¾	0 10 0½	0 10 0	0 10 0	0 9 10½
Science and Art Grant	0 0 10½	0 0 10¾	0 0 8¼	0 0 10¾	0 0 11¼	0 0 6¾
Total	2 15 7	2 10 5½	3 15 9½	2 16 1¾	2 10 7½	2 9 1½
In *Voluntary Schools*—						
By the subscribers	0 6 2	0 5 11¾	0 8 8	0 6 1½	0 5 11¼	0 7 1
By the children	0 1 7½	0 1 5½	0 3 10½	0 1 8	0 1 6	0 0 3½
By endowment	0 1 2½	0 1 0½	0 3 3½	0 1 2½	0 1 0½	0 1 3½
By other local sources	0 0 4¾	0 0 4¾	0 0 7	0 0 5	0 0 4¾	0 0 2
By Government grants :—*						
Annual grant	0 19 7½	0 19 6¾	0 19 11½	0 19 7½	0 19 6¾	0 19 7
Fee grant	0 9 11	0 9 11½	0 9 7½	0 9 11	0 9 11½	0 9 11½
Aid Grant	0 5 1½	0 5 1	0 5 8½	0 5 1¾	0 5 1¼	0 4 6
Science and Art Grant	0 0 5¾	0 0 5¾	0 0 6½	0 0 5¾	0 0 5¾	0 0 5¼
Total	2 4 6	2 3 11	2 12 2¾	2 4 6½	2 3 11¼	2 3 4½

* See Foot-note on preceding page.

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IX. Finance of School Boards.

Education Act, 1878, sec. 17.

Up to the 29th September, 1900 (the close of the year for which the accounts have to be made up for audit), the school boards in England numbered 2,197, and in Wales 344, viz.:—

In England—	In Wales—
172 in boroughs.	23 in boroughs.
2,024 in parishes.	321 in parishes.
1 in London.	

Education Act, 1870, sec. 62.

Of these, 2,171 in England and 340 in Wales sent to the Board of Education statements of receipts and expenditure for the year ending at Michaelmas 1900; 11 had neither received nor paid money during the year, and 19 failed to forward statements of their receipts and expenditure.

A. *Income.*

The total sum received by the 2,171 boards *in England* was 11,284,076*l.*; or, excluding loans for works of a permanent character, 9,216,090*l.*; and the sum received by the 340 boards *in Wales* was 831,865*l.*; or, excluding loans, 660,505*l.*

The proportions which the several sources of *current* income, *i.e.*, excluding loans for works of a permanent character, bear to the total *current* income for each of the three years, 1897-8, 1898-9, 1899-1900, are given in the following table (for details, *see* the Appendix, Vol. II.).

	England.			Wales.		
	1897-8.	1898-9.	1899-1900.	1897-8.	1898-9.	1899-1900.
Government Grants (including fee grant and grants for Science and Art)	Percent. 40·6	Percent. 39·9	Per cent. 38·4	Percent. 50·7	Percent. 51·	Per cent. 47·7
*Rates (including sums received under the Agricultural Rates Act, 1896)	56·6	57·7	58·5	47·	46·6	50·
School fees and sale of books to the children	1·	·9	·9	·6	·5	·6
Other sources of income	1·8	1·5	2·2	1·7	1·9	1·7

* £91,104 was received in England under the Agricultural Rates Act, 1896, being ·98 per cent. of the total current income; and in Wales £15,614, being 2·3 per cent.

These tables show that the proportion of the expenditure borne by grants from Imperial funds is greater in Wales than in England, and this appears to be due to the lower cost at which Welsh school boards are able to carry on the educational work of their districts. (*See* the comparative statement of the cost of the maintenance of schools under the heading "Cost of Maintenance of Schools.")

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The proportion of the *total receipts* raised by loans in each of the three years was:—

In England.			In Wales.		
1897-8.	1898-9.	1899-1900.	1897-8.	1898-9.	1899-1900.
15·5 per cent.	16·7 per cent.	18·3 per cent.	25·9 per cent.	20·4 per cent.	20·5 per cent.

Loans are advanced to meet expenditure incurred in providing school accommodation or school board offices, and the repayment of a loan is spread over such a number of years not exceeding 50 as may be sanctioned by the Board of Education. Education Act, 1873, sec. 10, and Education Act, 1876, sec. 42.

Loans are also advanced, with the consent of one of Your Majesty's Principal Secretaries of State, for the erection of industrial schools by school boards. Education Act 1876, sec. 15.

(a.) *Annual Grants.*

Grants for the maintenance of schools were paid to 2,128 boards in England, and to 328 boards in Wales, being an increase of 12 in England and 1 in Wales on the number to which grants were paid in 1898-9; the sum paid being 3,852,915*l.*, or 118,669*l.* more than the sum paid in 1898-9.

Grants under Section 97 of the Elementary Education Act, 1870, as amended by the Elementary Education Act, 1897, amounting to 208,221*l.* 6*s.* 6*d.*, were paid to 739 School Boards in respect of the year ended the 29th of September, 1899. Elementary Education Act, 1897.

(b.) *Rates.*

The deficiencies in the "school fund" required to be met by the rating authorities out of the local rate, and paid by them to the treasurers of school boards during the years ending at Michaelmas, 1898-1900, were (including the amount received under the Agricultural Rates Act, 1896):— Education Act, 1870, secs. 53 and 54.

	In England.			In Wales.		
	1897-8	1898-9	1899-1900	1897-8	1898-9	1899-1900
	£	£	£	£	£	£
London - -	1,770,241	1,972,867	2,119,117	—	—	—
Boroughs - -	1,746,883	1,866,513	2,025,521	73,106	83,023	91,508
Parishes - -	1,102,091	1,148,837	1,248,894	197,692	204,509	238,749
Totals -	4,619,215	4,988,217	5,393,532	270,798	287,532	330,257

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The sums in the foregoing table represent an average rate per £ on the rateable value of the districts shown below :—

	In England.			In Wales.		
	1897-8	1898-9	1899-1900.	1897-8	1898-9	1899-1900.
	d.	*d.*	*d.*	*d.*	*d.*	*d.*
London - - -	11·7	12·9	13·7	—	—	—
Boroughs - - -	9·8	10·1	10·3	9·2	10·3	11·1
Parishes - - -	9·3	9·7	10·1	11·1	11·5	13·2
Total average rate	10·3	10·9	11·4	10·5	11·1	12·5

During the two years 1898-1900, the inspected schools provided by school boards increased from 5,555 to 5,691, and the average number of children attending such schools increased by 104,342. The average rate per pound on the rateable value of school districts increased 1·1 of a penny in England and 2 pence in Wales.

Taking England and Wales together, the expenses for interest on loans to meet capital charges, and repayment of instalments of the principal of such loans, increased from 1,615,539*l.* in 1898 to1,762,157*l.* in 1900, and now require a rate of 3·5*d.* in the pound on the rateable value of the school districts.

During the same years the cost of the *maintenance* of board schools—*i.e.*, salaries of teachers, books, repairs of furniture and buildings, lighting and warming—for each child in average attendance rose from 2*l.* 13*s.* 9½*d.* to 2*l.* 17*s.* 7½*d.*

The following tables show the number of boroughs and parishes which paid rates varying from less than 1*d.* in the £ to 2*s.* and over; the number of boroughs and parishes which paid rates of 3*d.* and upwards and less than 3*d.* in the £; and the percentage which each class bears to the whole number :—

Product of Rate equivalent to a Rate per £ on the rateable Value of the District.	England.											
	Boroughs.						Parishes.					
	Numbers.			Percentage.			Numbers.			Percentage.		
	1898.	1899.	1900.	1898.	1899.	1900.	1898.	1899.	1900.	1898.	1899.	1900.
Of under 1*d.* -	5	3	5	3·	1·8	2·9	53	59	59	2·6	2·9	2·9
Of 1*d.* and under 2*d.* - - -	8	10	5	4·9	6·	2·9	69	79	36	3·4	3·9	1·8
Of 2*d.* and under 3*d.* - - -	6	6	6	3·7	3·6	3·5	137	168	58	6·8	8·4	2·9
Of 3*d.* and under 6*d.* - - -	23	26	27	14·	15·6	15·6	590	616	455	29·4	30·7	22·7
Of 6*d.* and under 9*d.* - - -	39	40	35	23·8	23·9	20·2	553	520	529	27·5	25·9	26·3
Of 9*d.* and under 1*s.* - - -	46	44	50	28·	26·3	28·9	306	328	390	15·2	16·3	19·4
Of 1*s.* and under 1*s.* 3*d.* - -	23	27	23	14·	16·2	16·2	172	129	250	8·6	6·4	12·5
Of 1*s.* 3*d.* and under 1*s.* 6*d.* -	6	8	12	3·7	4·8	6·9	68	65	141	3·4	3·2	7·0
Of 1*s.* 6*d.* and under 2*s* - -	7	2	4	4·3	1·2	2·3	45	40	70	2·3	2·	3·5
Of 2*s.* and over, not exceeding 3*s.* 6*d.* - -	1	1	1	·6	·6	·6	16	6	20	·8	·3	1·
Total - -	164	167	173	—	—	—	2,009	2,010	2,005	—	—	—

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Product of Rate equivalent to a Rate per £ on the rateable Value of the District.	Wales.											
	Boroughs.						Parishes.					
	Numbers.			Percentage.			Numbers.			Percentage.		
	1898.	1899.	1900.	1898.	1899.	1900.	1898.	1899.	1900.	1898.	1899.	1900.
Of under 1*d.*	1	2	1	4·3	8·7	4·3	10	8	7	3·2	2·5	2·2
Of 1*d.* and under 2*d.*	—	—	—	—	—	—	6	11	3	1·9	3·5	·9
Of 2*d.* and under 3*d.*	—	—	—	—	—	—	15	23	7	4·7	7·3	2·2
Of 3*d.* and under 6*d.*	6	6	4	26·1	26·1	17·4	96	83	63	30·4	26·2	19·8
Of 6*d.* and under 9*d.*	10	7	7	43·6	30·4	30·5	77	90	71	24·4	28·4	22·3
Of 9*d.* and under 1*s.*	4	5	6	17·4	21·7	26·1	53	46	56	16·8	14·5	17·6
Of 1*s.* and under 1*s.* 3*d.*	1	—	2	4·3	—	8·7	34	25	52	10·7	7·9	16·4
Of 1*s.* 3*d.* and under 1*s.* 6*d.*	1	2	2	4·3	8·7	8·7	13	18	31	4·1	5·7	9·8
Of 1*s.* 6*d.* and under 2*s.*	—	1	—	—	4·4	—	7	9	21	2·2	2·8	6·6
Of 2*s.* and over, not exceeding 3*s.* 6*d.*	—	—	1	—	—	4·3	5	4	7	1·6	1·2	2·2
Total	23	23	23	—	—	—	316	317	318	—	—	—

Product of Rate equivalent to a Rate per £ on the rateable Value of the District.	England.						Wales.					
	Numbers.			Percentage.			Numbers.			Percentage.		
	1898.	1899.	1900.	1898.	1899.	1900.	1898.	1899.	1900.	1898.	1899.	1900.
Of 3*d.* and above.												
Boroughs	145	148	157	88·4	88·6	90·8	22	21	22	95·7	91·3	95·7
Parishes	1,750	1,704	1,855	87·1	84·8	92·4	285	275	301	90·2	86·8	94·7
Total	1,895	1,852	2,012	87·2	85·1	92·3	307	296	323	90·6	87·1	94·7
Below 3*d.*												
Boroughs	19	19	16	11·6	11·4	9·2	1	2	1	4·3	8·7	4·3
Parishes	259	306	153	12·9	15·2	7·6	31	42	17	9·8	13·2	5·3
Total	278	325	169	12·8	14·9	7·7	32	44	18	9·4	12·9	5·3

(c.) *Loans.*

Under the terms of section 36 of the Act 38 & 39 Vict. c. 89 it is the duty of the Local Government Board to satisfy themselves that any loan advanced by the Commissioners upon the security of a rate is applied to the work for which it is advanced, and under the 8th section of the Public Works Loans Act, 1882 (45 & 46 Vict. c. 62), local authorities are required to cause their treasurer to keep a separate account for any money advanced by the Public Works Loan Commissioners on the security of a rate.

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Up to Michaelmas, 1899, the loans advanced to school boards were as follows:—

	£
The School Board for London - -	13,141,556
School boards in boroughs in England -	13,644,928
„ „ parishes „ -	11,051,484
	£37,837,968
	£
School boards in boroughs in Wales -	745,222
„ „ parishes „ - -	1,508,624
	£2,253,846

We find that the liabilities of school boards in respect of loans outstanding were—

ENGLAND.

	Loans Outstanding, 29th September, 1899.	Loans Raised, 1899–1900.	Repayment of Loans, 1899–1900.	Loans Outstanding, 29th September, 1900.
	£	£	£	£
London - - -	9,854,327	592,395	253,192	10,193,530
Boroughs - - -	11,061,824	854,268	275,695	11,640,397
Parishes - - -	6,822,661	621,323	206,609	7,237,375
Total England - -	27,738,812	2,067,986	735,496	29,071,302

WALES.

Boroughs - - -	565,683	81,974	13,015	634,642
Parishes - - -	1,048,092	89,386	35,194	1,102,284
Total Wales - -	1,613,775	171,360	48,209	1,736,926
TOTAL ENGLAND AND WALES -	29,352,587	2,239,346	783,705	30,808,228

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B. *Expenditure.*

The sum expended by school boards in England during the year under review amounted to 11,053,112*l.*, as compared with 10,442,802*l.* in the previous year; and in Wales to 823,022*l.*, as compared with 788,566*l.*

The expenditure may be divided into six headings, viz., (1) Administration; (2) Maintenance of schools; (3) Capital charges for works of a permanent character; (4) Repayment of loans contracted for capital charges; (5) Interest on loans; (6) Miscellaneous; and the proportion which each bears to the total expenditure is shown by the following table:—

——	England.		Wales.	
	£	Per cent.	£	Per cent.
Administration	459,383	= 4·2	33,101	= 4·
Maintenance of Schools	6,701,738	= 60·6	503,592	= 61·2
Capital Charges for works of a permanent character	1,992,652	= 18·	173,138	= 21·
Repayment of loans	718.245	= 6·5	46,466	= 5·6
Interest on loans	943,522	= 8·5	53,925	= 6·6
Miscellaneous	237,572	= 2·2	12,800	= 1·6

Omitting expenditure for capital charges, the comparison upon the ordinary current expenditure stands thus:—

——	England.		Wales.	
	£	Per cent.	£	Per cent.
Administration	459,383	= 5·1	33,101	= 5·1
Maintenance of Schools	6,701,738	= 74·	503,592	= 77·5
Repayment of loans	718,245	= 7·9	46,466	= 7·1
Interest on loans	943,522	= 10·4	53,925	= 8·3
Miscellaneous	237,572	= 2·6	12.800	= 2·

It thus appears, that in both England and Wales 5·1 per cent. of the current expenditure, including the cost of enforcing attendance at school, is incurred in carrying out the provisions of the Education Acts; 18·3 per cent. in England, 15·4 per cent. in Wales, in defraying the annual charge for school accommodation provided by loans; and 74 per cent. in England, 77·5 per cent. in Wales in instructing the children.

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In these tables "repayment of loans" represents the portion of capital charges for works of a permanent character chargeable to the rates of the year, whilst interest on loans represents the annual charge to which the ratepayers are put for the privilege of spreading the cost of works of a permanent character over a series of years instead of defraying it out of the rates as it occurs.

The total expenditure of the year, viz., England, 11,053,112*l.*, Wales, 823,022*l.*, was met by—

——	England.		Wales.	
	£	Per cent.	£	Per cent.
Rates	5,162,567	= 46·7	321,414	= 39·1
Grants, school fees, &c.	3,822,559	= 34·6	330,248	= 40·1
Loans	2,067,986	= 18·7	171,360	= 20·8

or omitting the capital charges—

	£	Per cent.	£	Per cent.
Rates	5,237,901	= 57·8	319,636	= 49·2
Grants, school fees, and other sources of current income	3,822,559	= 42·2	330,248	= 50·8

These figures show that the proportionate charge upon the rates has increased in England from 57·3 per cent. in 1898-99 to 57·8 in 1899-1900, and in Wales from 46·5 per cent. in 1898-99 to 49·2 in 1899-1900. The rates applied to the maintenance of schools in England in 1898-99 were 1*l.* 7*s.* 1½*d.*, and in Wales 16*s.* 11½*d.* per scholar in average attendance; but in 1899-1900 they had risen to 1*l.* 9*s.* 2½*d.* in England, and fallen to 16*s.* 9¾*d.* in Wales.

The expenditure on the *maintenance* of schools, viz., England, 6,701,738*l.*, and Wales, 503,592*l.* was defrayed from the following sources:—

——	England.		Wales.	
	£	Per cent.	£	Per cent.
Rates	2,879,180	= 42·9	173,344	= 34·4
Grants, including fee grant	3,537,720	= 52·8	315,196	= 62·6
School fees and books sold to children	85,268	= 1·3	3,566	= ·7
Other sources of school income	199,570	= 3·	11,486	= 2·3

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X.—The Voluntary Schools Act.

Voluntary Schools Act.

The Voluntary Schools Act has continued to produce satisfactory results, and the work of the Associations formed under the Act has done much to promote the growth of a wider interest in the Schools as a part of the general educational system. The expenditure of Voluntary Schools upon books and apparatus though £43,000 less than in 1899, is still nearly £130,000 in excess of 1897; on the other hand the Miscellaneous expenditure shows an increase of £41,000 over 1899. The very large sums which have thus been applied to the improvement of the School equipment of Voluntary Schools cannot fail to produce a corresponding advance in the quality of the education, and in our opinion the expenditure constitutes a most satisfactory feature in the distribution of the Aid Grant.

The maintenance of Voluntary Subscriptions has received our continued attention. Our expectation expressed in last year's Report has been realised and the Voluntary Contributions (in day Voluntary Schools) increased to £800,602 in 1900 as against £771,964 in the previous year. We look with confidence to a further improvement in the current year, and are glad to record that in many Associations the amount of the Voluntary contributions is actually higher than it was before the passing of the Act.

For further particulars as to the growth of expenditure in Voluntary Schools, reference may be made to Table 64 in Part II. of the Appendix, Vol. II.

XI. The Education of the Blind and Deaf.

Elementary Education (Blind and Deaf Children) Act. 1893.

The number of schools certified by the Board under the provisions of section 2 of the Elementary Education (Blind and Deaf Children) Act, 1893, is 102, being an increase of one on the number reported last year. The accommodation provided in these schools has increased from 1,795 to 1,815 for blind children, and from 3,530 to 3,586 for deaf children. An increase is thus shown of 20 places for blind children and 56 for deaf children. No school has been refused a certificate. The number of scholars on the books of these schools increased in the case of blind scholars from 1,390 to 1,463, being an increase of 73, and in the case of deaf scholars from 2,787 to 2,794, being an increase of seven. The number of blind or deaf scholars boarded-out under the superintendence of boarding-out committees decreased from 156 to 144, being a decrease of 12.

The total grants paid for the year under our Minute of 2nd April, 1894, increased from 19,073*l.* 3*s.* 3*d.* to 19,836*l.* 1*s.* 6*d.*

Tables of statistics respecting certified schools, their scholars, and the grants awarded, and lists of certified schools, with statistical details for each school, will be found in the Appendix, Vol. II

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XII.—The Education of Children in Canal Boats.

Canal Boats Act.

Acting in pursuance of the duty imposed upon them by Section 6 of the Canal Boats Act, 1884, the Board of Education have again given their annual direction to Inspectors of Schools to "communicate with the School Boards and School Attendance Committees in their district as to the manner in which the Elementary Education Acts, 1870 and 1873, 1876 and 1880, are enforced with respect to children in Canal Boats," and in compliance with the direction of the same section a report on the subject has now to be made.

As many as 85 authorities of the 110 which have furnished returns, report that they have not during the past year found any children of school age living on canal boats, and the general tenor of the observations made by the various authorities taken in conjunction with the decrease in the number of children of school age shown to be living on these boats (797 as against 1,390 in the previous year, although 14 more local authorities have furnished returns) goes to show that parents so employed are by degrees coming to recognise the value of education for their children, and are tending more and more to leave them on shore, that they may attend school. It is probable, however, that the above 797 children by no means represent the total number living on canal boats in the districts of these authorities, it being almost impossible, owing to the short stay made by a boat at any given place, and to the fact that a boat registered, say, at Sheffield, may not come there once a year, to trace the children.

The school authorities who have taken special interest in canal boat children, such as the School Boards of Birmingham, Chester, Hull, Leeds, Runcorn, Sheffield, and Stoke-upon-Trent, and the Northwich Union School Attendance Committee, find it very difficult under the existing law to secure any success in their endeavours to get this class of children into school.

Until by statutory enactment it is made illegal for children of school age to live upon canal boats, it is difficult to see how attendance at school with anything like regularity can be secured.

2. EVENING CONTINUATION SCHOOLS.

Number of Schools.

The Evening Continuation Schools inspected during the year numbered 5,263, containing 6,154 separate departments. In the year 1899 there were 5,008 schools, containing 5,971 departments. These figures show an increase for the year of 255 schools and 183 departments.

Number of Teachers.

The principal teachers engaged in teaching in these Schools numbered 6,106, as compared with 5,877 in the previous year. Of these teachers 4,700 were masters and 1,406 mistresses, and all but 271 masters and 158 mistresses were certificated.

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Number of Scholars.

The number of scholars on the registers was 509,251 as compared with 474,563, which is an increase of 34,688, or 7·3 per cent. Of these scholars 319,741 were boys and men, and 189,510 girls and women.

The number of scholars in average attendance was 206,335, as compared with 201,855 in 1899, which shows an increase of 4,480, or 2·2 per cent.

Free Scholars.

The number of scholars who paid no fees for their instruction was 252,701, or 49·6 per cent. of the total number, as compared with 237,272, or 50·0 per cent. of the corresponding total in 1899.

Age of Scholars.

Of the total number of scholars on the registers 160,681, or 31·5 per cent., were under 15 years of age, and 348,570, or 68·5 per cent. over 15. Those over 16 numbered 263,460, or 51·4 per cent.; those over 18, 140,398, or 29·6 per cent., and those over 21, 79,325, or 15·6 per cent. In the preceding year the percentage of scholars over 16 was 49·7, and of those over 21, 14·4.

Subjects taught.

The elementary subjects—reading, writing, and arithmetic—are more taught than any other subject in the evening schools. In 1900, 107,461 scholars qualified for grant in arithmetic, 63,933 in writing and composition, 58,635 in reading and writing combined, and 29,468 in reading and recitation. This shows how many of the scholars still come to night schools in order to rub up or improve their knowledge of the elementary subjects. Of the other subjects for which grants are paid in these schools, needlework is the most popular. Last year 71,883 girls and women received instruction in this subject. Next came shorthand, which was taken up by 53,351 scholars. Next, vocal music, which was studied by 38,454 scholars. Next, geography, which was taken up by 35,640. Book-keeping, commercial arithmetic, mensuration, commercial geography, and domestic economy follow in the order named. This indicates the practical turn which is being given to the studies of the evening schools. French, ambulance work, history, "the science of common things," commercial correspondence, English, algebra, home nursing, chemistry, "the life and duties of the citizen," human physiology, elementary physiography, elementary physics and chemistry, magnetism and electricity, hygiene, commercial history, agriculture, Euclid, horticulture, German and mechanics come next in popularity, and in the order given. A comparatively small number of scholars took up Welsh, domestic science, sound, light and heat, botany, Latin, or navigation. The number of scholars taking from two to four subjects has slightly increased, but fewer have taken five subjects, which is the maximum number recognised for a grant, than in the previous year.

Grants.

The total grants paid by the Board of Education to Evening Continuation Schools was 199,451*l.* 3*s.* 4*d.* in 1900, as compared with 184,271*l.* 11*s.* 3*d.* in 1899. This is at the rate of 19*s.* 4*d.* per scholar in average attendance, as compared with 18*s.* 3*d.* in 1899. The following table gives the main figures which show

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the growth of the evening continuation school work in England and Wales during the past five years:—

—	Number of Evening Continuation Schools (separate Departments) inspected.	Number of Scholars.	Annual Grants.
1896 - -	4,347	298,724	£129,542
1897 - -	4,980	358,628	162,158
1898 - -	5,535	435,600	188,763
1899 - -	5,971	474,563	184,272
1900 - -	6,154	509,251	199,451

The following tables give particulars with regard to the ages of the students on the registers:—

NUMBER OF SCHOLARS ON THE REGISTERS.

Year.	Under 13.	13 and under 14.	14 and under 15.	15 and under 16.	16 and under 17.	17 and under 18.	18 and under 19.	19 and under 20.	20 and under 21.	21 and over.	Total.
1899 - - -	13,942	52,472	92,549	80,029	61,492	41,552	29,400	20,069	15,032	68,026	474,563
1900 -	10,951	53,336	95,894	87,110	65,548	45,514	31,390	22,722	16,961	79,325	509,251

Year.	Percentage of Number of Scholars on the Registers aged									
	Under 13.	13 and under 14.	14 and under 15.	15 and under 16.	16 and under 17.	17 and under 18.	18 and under 19.	19 and under 20.	20 and under 21.	21 and over.
1899 -	2·9	11·0	19·5	16·9	13·0	8·7	6·2	4·2	3·2	14·4
1900 -	2·1	10·6	18·8	17·1	12·9	8·9	6·2	4·4	3·4	15·6

The following table shows how many of the evening continuation departments are in Board Schools, and how many in schools connected with different denominations:—

Year.	Board Schools.	Schools connected with the National Society or with the Church of England.	Wesleyan Schools.	Roman Catholic Schools.	British and other Schools.
1899 -	2,664	2,200	92	91	924
1900 -	2,705	2,283	99	86	981
Increase in year	41	83	7	Decrease of 5	57

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II.—TRAINING COLLEGES.

Number of Colleges.

There are at present 61 Training Colleges for Elementary School Teachers under inspection by the Board of Education, and in receipt of Government grants, of which 20 are for men, 30 for women, and 11 for both men and women. Of these Colleges 45 are residential and 16 day Training Colleges.

Number of Students.

The Residential Training Colleges now provide accommodation for 4,179 students, and in the year 1900 there were 4,085 students in residence, of whom 1,488 were men, and 2,597 women. The residential colleges were also attended by 168 day students. The Day Training Colleges were attended in 1900 by 1,355 students of whom 626 were men and 729 women. The number of students resident in Training Colleges has increased during the year by 219, and the number of day students by 189.

Provision of trained teachers.

It is calculated that the Colleges can at present furnish a yearly supply of some 2,600 teachers who have been trained for two years.

King's Scholarship Examination.

The Colleges are recruited annually from the successful candidates in the King's Scholarship Examination. At the examination held in December, 1899, 12,120 candidates (2,904 male and 9,216 female) were examined, of whom 10,128 passed. Of these 2,732 (1,008 male and 1,724 female) have been admitted to the Training Colleges, 2,008 as resident and 724 as day students. These are now in their first year of training together with 2,675 in the second year and 175 in the third.

Examinations for Teachers' Certificates.

The Examinations for Teachers' Certificates are divided into two "parts" at the end of each year of training. All students must, unless specially excused, enter for the Board's Examination in Part I. and in Part II., or an approved University Examination in the place of Part II. In July last the Examinations of the Board were taken by the students in the Training Colleges with very satisfactory results, while of the students in Residential Colleges 467 entered for University Examinations instead of Part II. Of these 148 matriculated, 62 passed intermediate examinations and 13 obtained degrees.

There were also 7,060 acting teachers who entered for the different stages of the certificate examination.

During 1900, 44 Training College Students were sent abroad to France and Germany for periods of residence and training.

Grants.

The grants paid to Training Colleges for the year 1900 amounted to £189,993, as compared with £175,354 for 1899.

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Of the total grant for 1900 £151,933 was paid to the residential colleges and £38,060 to the day colleges. This payment is at the rate of £45 14*s.* 5*d.* per student (men) and £33 19*s.* 7*d.* per student (women) in the residential colleges, and of £35 (men) and £30 (women) per day student.

The following table shows the religious denominations to which the Residential Training Colleges are attached, and the number of students resident in them in 1871, and in the last two years.

NUMBER of STUDENTS resident in the TRAINING COLLEGES.

DENOMINATION.	No. of T. C's.	1871.			No. of T. C's.	1899-1900.			No. of T. C's.	1900-1901.		
		Men.	Women.	Total.		Men.	Women.	Total.		Men.	Women.	Total.
Church of England -	26	780	920	1,700	31	1,064	1,529	2,593	31	1,102	1,678	2,780
Undenominational -	1	24	26	50	2	—	249	249	2	—	248	248
British - - -	3	162	124	286	6	201	343	544	6	208	346	554
Wesleyan - - -	1	76	60	136	2	120	109	229	2	122	109	231
Roman Catholic - -	2	70	73	143	3	39	212	251	3	56	216	272
Total - - -	33	1,112	1,203	2,315	44	1,424	2,442	3,866	44	1,488	2,597	4,085

The following table shows the number of day students undergoing courses of training in the last two years.

NUMBER of DAY STUDENTS IN TRAINING.

	1899-1900			1900-1901.		
	Men.	Women.	Total.	Men.	Women.	Total.
In Day Training Colleges - -	542	654	1,196	626	729	1,355
„ Residential „ „ - -	—	138	138	4	164	168
Total - - -	542	792	1,334	630	893	1,523

Examinations in Languages.

A large proportion of the candidates for admission to Training Colleges examined at Christmas, 1900, offered themselves for examination in one of the languages allowed by the Syllabus.

The following tables are interesting as showing the number of papers worked in languages at the Scholarship and the Certificate examinations of 1900:—

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PAPERS in LANGUAGES at the QUEEN'S SCHOLARSHIP EXAMINATION, 1900.

——	Greek.	Latin.	French.	German.	Welsh.	Hebrew.	Total.
Men - -	5	689	1,495	13	207	4	2,413
Women - -	1	1,127	5,423	63	287	16	6,917

PAPERS in LANGUAGES at the CERTIFICATE EXAMINATION, 1900.

——	Greek.	Latin.	French.	German.	Welsh.
MEN.					
First year - - - - -	—	23	177	—	5
Second year - - - - -	1	39	145	—	7
Third year - - - - -	—	3	3	1	—
WOMEN.					
First year - - - - -	—	91	875	4	1
Second year - - - - -	—	30	730	14	—
Third year - - - - -	—	4	4	—	—

Science and Art in Training Colleges.

We proceed to give an Abstract of the figures with regard to the Science and Art work at the Training Colleges in 1900.

The year under review is the last in which the Science and Art work done in Training Colleges has been paid upon by awarding grants upon the results of the Examinations. The system has now been replaced by one of capitation grants depending on the courses of Science and Art taken. In 1900 the number of Colleges examined in Science was 59, and in Art 58. The number of individual students under instruction was 4,495 in Science and 4,352 in Art, of whom 4,323 in Science and 4,251 in Art took the examinations. The number of first class successes obtained was in the Science examinations 4,352, and in the Art examinations 2,202. The payments made on account of the successes obtained were £8,943 13*s.* 6*d.* for Science, and £1,868 15*s.* for Art, or an average of £1 19*s.* 10*d.* and 8*s.* 7*d.* respectively for each student under instruction.

Compared with the year 1899 there was an increase of 599 in the students under instruction, of £28 15*s.* 2*d.* in the total grant given, and a decrease of 2*s.* 3*d.* in the payment per head.

Lists of the Colleges examined and of the grants obtained for Science and Art work are given at p. 554 of the Report, Vol. II. and statistics as to the Science and Art subjects in which examinations were taken at pages 556 to 558 and 559 to 561 of the same

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volume. The reports of the Examiners were forwarded to the Colleges in December. Special teaching questions were set in the subjects of Science taken, and extracts from the examiners' reports upon these and upon the papers in general are given at p. 335 of the Appendix, Vol. II.

The names of the examiners in these examinations are given at pages 55 and 57 of this volume.

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III.—SECONDARY SCHOOLS.

1. Instruction, Examination, and Annual Grants.

For convenience of reference the figures under this heading are given as far as possible separately for Schools of Science, Science Classes, Schools of Art, and Art Classes. In each case the record is for the School Session 1899–1900, and the grants are those which have been paid upon the instruction given during the session, or upon the examinations held at its close.

General Statistics.

1. The total number of students who received under the Board Science or Art instruction in Science Classes or Schools of Art and Art Classes, and scientific and general instruction in Schools of Science was 292,411, and the total number of schools or institutions in which such instruction was given was 2,330. The grants paid amounted to £279,286 7*s.*, of which £172,440 7*s.* 9*d.* was paid upon attendances, £75,145 2*s.* 2*d.* for Capitation Grants (in Schools of Science only), £7,442 10*s.* upon the results of the Annual Examinations, £17,431 14*s* 4*d.* upon Science and Art works sent up for the National Competition, and £6,826 12*s.* 9*d.* on account of Art Pupil Teachers and Free Students. A comparison with the previous year is given in the table below:

Year.	Total Number of Students.	Total Number of Schools or Institutions.	Total Grants in aid of Instruction.
			£ *s.* *d*
1899	304,796	2,351	273,010 6 3
1900	292,411	2,330	279,286 7 0

(i.) *Schools of Science.*

Schools of Science.

2. In 1900 there were 24,639 students receiving organized day courses of instruction in 183 Schools of Science, an average of 135 students in each school. Of these, 20,949 students were taking elementary courses and 3,690 advanced courses of instruction. Students of the advanced courses alone are allowed to enter for the annual examinations. In 1901 9,888 papers were applied for on behalf of 2,726 students, and of these students 1,459 obtained successes qualifying for payments on results. The grants paid amounted to £105,620 14*s.* 10*d.* in all, being £100,646 4*s.* 10*d.* for Capitation and Attendance Grants, and £4,974 10*s.* for Grants on Results of Examination. The average payment per student under instruction was £4·28.

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The following table gives the most important figures for 1900 and the four preceding years:—

SCHOOLS OF SCIENCE.

Year.	Number of Schools.	Number of Students under Instruction.	Average Number of Students per School.	Total Grant.	Grant per Head.
				£ s. d.	£
1896	144	18,482	128	57,790 5 7	3·12
1897	156	19,963	128	70,785 18 9	3·54
1898	159	21,193	133	82,998 15 10	3·90
1899	169	23,450	144	98,849 12 4	4·20
1900	183	24,639	134	105,620 14 10	4·28

Particulars relating to Schools of Science in Scotland are only included in the above table for the years 1896 and 1897.

A list of Schools of Science in which the number of students, grants, &c. for 1900 are given will be found in the Appendix, (Vol. II., p. 632).

(ii.) *Science Classes.*

Science Classes.

3. Science classes may be held in any of the Science subjects approved in the Directory, and any body of students receiving instruction from an approved teacher under the regulations of the Board in the Elementary or Advanced Stage, or in Honours, of any of these subjects, may be recognised as forming a class. One or more classes may be held in the same building, and Managers may receive grants on account of the registered attendances (or in Honours on the results of examination) of students in the class or classes attended by them.

4. In 1900 12,340 Science Classes were held in 1,803 schools or institutions in England, Wales, and Ireland, and were attended by 142,541 students. Of these classes 3,562 were day classes and 8,778 evening classes; the number of students attending the day and evening classes respectively being 33,149 and 109,392.

Annual Examinations.

5. The privilege of gratuitous examination in the elementary stages of science subjects was accorded in 1900 for the last time. Examinations were held at 2,316 centres, and were attended by 82,160 students in classes under the Board, 11,888 students in classes under the Scotch Education Department, and also by 10,637 self-taught students and pupils from classes ineligible for

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grants. Of the 151,279 papers worked, 106,798 were in the Elementary Stage, 41,243 in the Advanced Stage, and 3,238 in Honours. In the Elementary Stage, 29,648 first classes, or passes, were awarded, and 5,362 in the Advanced Stage, and in Honours 33 papers were passed in subjects where Honours is not divided into parts, and 774 were passed in Part I., and 34 were marked first class and 70 second class in Part II. in subjects where Honours is divided.

Examinations were also held in various subjects of science in the Isle of Man, Jersey, Guernsey, Tasmania, Natal, New Zealand, and Barbadoes, the total number of papers worked being 663. (See p. 662 of Vol. II.)

Science Examiners.

The names of the Examiners who conducted the Science examination in 1900 and the subjects in which they examined are as follows:—

Practical Plane and Solid Geometry.—Lt.-Col. W. D. Connor, R.E.; A. Hicks.

Machine Construction and Drawing.—T. A. Hearson, R.N., M. Inst. C.E.; J. Harrison, M. Inst. M.E., Assoc. M. Inst. C.E.

Building Construction.—Colonel H. C. Seddon, R.E.; T. Blashill, F.R.I.B.A.

Naval Architecture.—J. J. Welch, R.C.N.C.

Pure Mathematics.—Rev. J. F. Twisden, M.A.; A. R. Willis, M.A., D.Sc.; P. T. Wrigley, M.A.

Elementary Practical Mathematics.—J. Perry, M.E., D.Sc., F.R.S.

Theoretical Mechanics.—Rev. J. F. Twisden, M.A.; Major P. A. MacMahon, F.R.S.

Applied Mechanics.—J. Perry, M.E., D.Sc., F.R.S.; W. H. Greenwood, M. Inst. C.E.

Sound, Light, and Heat.—A. W. Rücker, M.A., D.Sc., Sec. R.S.; H. L. Callendar, M.A., F.R.S.; J. J. Thomson, M.A., F.R.S.

Magnetism and Electricity.—A. W. Rücker, M.A., D.Sc., Sec.R.S.; A. W. Reinold, M.A., F.R.S.; R. E. Baynes, M.A.

Inorganic Chemistry.—W. A. Tilden, D.Sc., F.R.S.; W. N. Hartley, F.R.S.; W. R. Dunstan, M.A., F.R.S.

Organic Chemistry.—W. A. Tilden, D.Sc., F.R.S.; W. N. Hartley, F.R.S.; W. R. Dunstan, M.A., F.R.S.

Geology.—J. W. Judd, C.B., LL.D., F.R.S.

Mineralogy.—G. A. J. Cole, F.G.S.

Human Physiology.—Sir M. Foster (honorary), M.P., K.C.B., M.A., M.D., Sec.R.S.; A. S. Lea, M.A., Sc.D. F.R.S.

General Biology. } L. C. Miall, F.R.S.
Zoology. }

Botany.—S. H. Vines, M.A., F.R.S., D.Sc.; J. B. Farmer, M.A., F.L.S.

Mining.—W. Galloway, M.E., F.G.S.

Metallurgy.—Sir W. Chandler Roberts-Austen, K.C.B., F.R.S.; W. Gowland, Assoc. R.S.M.

Navigation. } H. B. Goodwin, M.A., R.N.
Nautical Astronomy. }

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Steam.—J. Perry, M.E., D.Sc., F.R.S.; W. H. Greenwood M. Inst. C.E.

Physiography.—J. W. Judd, C.B., LL.D., F.R.S.; Sir J. Norman Lockyer, K.C.B., F.R.S.

Principles of Agriculture.—R. Warington, F.R.S.; W. Fream, B.Sc., LL.D.

Hygiene.—J. L. Notter, M.A., M.D.; W Collingridge, M.A., M.D.

The reports of the Examiners are printed and circulated among the schools after the examination. Extracts from these reports are reprinted in the Appendix (Vol. II., p. 306).

Grants to Science Classes.

7. The grants paid on account of instruction in Science Classes amounted to £98,985 8*s.* 2*d.*, of which £97,375 8*s.* 2*d.* was for Attendance Grants and £1,610 on the results of examination (Honours only). The figures show an average payment in 1900 of 13*s.* 10*d.* for each individual student under instruction. Grants amounting to £3,513 15*s.* 0*d.* were also made in respect of 28,822 Science works sent up to South Kensington for examination.

8. The following table gives the most important figures with regard to Science classes for 1900 and the two preceding years :—

SCIENCE CLASSES.

YEAR.	1898.			1899.			1900.		
	Day.	Evening.	Total.	Day.	Evening.	Total.	Day.	Evening.	Total.
Number of Students under instruction in Science Classes.	34,487	102,690	137,177	39,582	111,638	151,220	33,149	109,392	142,541
Number of Classes in which instruction was given.	3,587	8,767	12,354	3,591	8,793	12,384	3,562	8,778	12,340
Number of Schools or Institutions in which such classes were held.	1,864			1,887			1,903		
Number of Students Examined.	74,192			78,496			79,434		
Total Grant on account of Students under instruction.	£ *s.* *d.* 86,476 16 1			£ *s.* *d.* 94,667 15 7			£ *s.* *d.* 98,985 8 2		
Grant per head per student under instruction.	*s.* *d.* 12 7			*s.* *d.* 12 8			*s.* *d.* 13 10		

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(iii.) *Schools of Art.*

9. In a School of Art the premises must be wholly devoted to elementary and advanced instruction in Art, and should, as a rule, comprise rooms for drawing from the life and from plants, for painting and for modelling, in addition to rooms for elementary work and for instruction in ornamental and decorative art. Both day and evening classes must be held, and evening classes for artisans must meet for at least two hours three times a week,

The Principal Teacher of a School of Art must hold an Art Master's Certificate, Group I.

The Grants given are on attendances, varying with the character and quality of the work done, and the results of the examinations in architectural design, and drawing and modelling from the life, on the works executed by the students in the schools, and in the form of special aid on account of Art Pupil Teachers and Free Students, etc.

In the figures that follow branch Schools of Art are not counted separately but as parts of the central school.

Numbers under Instruction.

10. In the year 1900 there were in England, Wales and Ireland 233 Schools of Art, in which 51,814 students were under instruction. The number of students attending day classes was 17,751, and of those attending evening classes 34,063.

Examinations.

The number of students of Schools of Art attending the annual examinations held in the different localities during April, May and June, was 23,014. For these examinations the Examiners were:—A. Aitchison; Professor G. Aitchison, B.A., R.A.; J. W. Allison; H. H. Armstead, R.A.; C. Armstrong; J. D. Batten; H. Bayfield; T. Brock, R.A.; A. E. Broomfield; M. A. Buckmaster; E. S. Burchett; G. Clausen, A.R.A.; W. P. Cornish; Walter Crane, A.R.W.S.; L. F. Day; W. J. Donne; E. F. Elton; Miss Amy E. Fisher; Miss B. Fuller; Miss A. Guest; H. W. O. Hagreen; T. Erat Harrison; Miss A. L. Henniker; Professor R. Howden, M.A., M.B.; Miss Emily E. Jackson; W. Goscombe John, A.R.A.; T. Kerr; L. M. Kilpin; A. W. F. Langman; G. Leslie, R.A.; C. T. Linsday; W. Lonsdale; Seymour Lucas, R.A.; C. B. McElwee; D. McGill; Miss E. M. Mason; W. F. Measom; W. H. Milnes; W. Norris; John Parker, R.W.S; H. A. Pegram; J. H. Pollen, M.A.; C. H. Powell; A. M. Poynter; D. L. Raimbach; Miss Emily Ray: T. W. H. Robinson; Miss A. M. Shrimpton; S. J. Solomon, A.R.A.; J. Somerscales; Professor T. Roger Smith; C. Tattersall-Dodd; Professor A. Thomson, M.A., M.B.; W. G. Thomson; W. G. Paulson Townsend; Terrick Williams, R.B.A.; Captain Woolner A.R.C.A. (Lond.); W. F. Yeames, R.A.

A table giving the results in each subject in which an examination was held will be found at page 658 of the Appendix, Vol. II., and extracts from the reports of the examiners, which were sent to the schools, are given at page 344 of the Appendix, Vol. II.

Examination of Works.

12. The number of students' works sent up to South Kensington for examination from Schools of Art in 1900 was 49,059.

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National Competition.

13. For the National Competition of 1900, 7,295 works were selected from the total number submitted from Schools of Art and Art Classes, and were examined for medals and prizes. The Examiners who made this selection were: E. H. G. Brewster; A. F. Brophy; J. Clark; E. Crowe, A.R.A.; G. C. Haité, R.B.A.; J. Harrison; A. Hughes; F. Hamilton Jackson, R.B.A.; R. Maitland; W. Pilsbury; and R. H. A. Willis, A.R.C.A. (Lond.). As the result of the competition, 9 gold medals, 94 silver medals, 267 bronze medals, and 607 book prizes were awarded to general students, and honorary awards of 5 gold, 35 silver, 75 bronze medals, and 114 book prizes were made to the free students of the Royal College of Art.

The names of the students to whom gold medals were awarded are given at page 668 of the Appendix, Vol. II.

The Examiners in the National Competition were:—E. A. Abbey, R.A.; H. H. Armstead, R.A.; J. Belcher, A.R.A.; R. Blomfield; G. F. Bodley, A.R.A.; E. F. Brewtnall, R.W.S.; T. Brock, R.A.; A. F. Brophy; S. J. Cartlidge, A.R.C.A. (Lond.); G. Clausen, A.R.A.; Alan S. Cole; Walter Crane, A.R.W.S.; E. Crofts, R.A.; L. F. Day; W. De Morgan; A. Hacker, A.R.A.; T. Erat Harrison; T. G. Jackson, R.A.; W. Goscombe John, A.R.A.; H. H. La Thangue, A.R.A.; G. D. Leslie, R.A.; W. R. Lethaby; Seymour Lucas, R.A.; Bernard Partridge, R.I.; Professor John Perry; F. W. Pomeroy; Sir W. Richmond, R.A., K.C.B.; J. J. Stevenson; W. G. Paulson Townsend; R. H. A. Willis, A.R.C.A. (Lond.); W. F. Yeames, R.A.

The complete reports were sent to the schools and extracts have been reprinted at page 346 of the Appendix, Vol. II.

Selections from the works gaining awards in the National Competition were exhibited at South Kensington and at Bradford, Cardiff, and Cork.

Grant

14. The total grants to Schools of Art amounted in 1900 to £48,360 17*s.* 6*d.*, an average of £207 11*s.* 2*d.* per school, and 18*s.* 8*d.* per student under instruction. This amount was made up as follows:—Attendance grants, £27,126 16*s.* 9*d.*; payments on results of Examinations, £836; payments on works, £13,575 3*s.*; and on account of Art Pupil Teachers and Free Students, £6,822 17*s.* 9*d.*

A list of the Schools of Art showing the amount of Art Grant received by each and the number of students under instruction is given at page 638 of the Appendix, Vol. II.

(iv.) *Art Classes.*

15. In Art Classes the work is not as a rule of so comprehensive or advanced a character as in Schools of Art, and teachers with lower qualifications than those of the Master of a School of Art are recognised to conduct such classes. The premises also need not be solely devoted to Art instruction. The nature of the aid to Art Classes is the same as to Schools of Art except that Free Studentships and Art Pupils Teacherships are not awarded in Art Classes. Those classes in which work of only an elementary nature is done are not entitled to submit works for examination. There were in 1900, 830 Art Classes in England, Wales and Ireland recognised for advanced Art work, and 456 classes in

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which elementary work only was done, being a total of 1,286. In these classes 73,417 students were under instruction. The number attending day classes being 35,880, and of those attending evening classes 37,537. Of these students 34,691 attended the examinations. The number of works sent up for examination from Art classes was 12,535.

Grants.

16. The Board's Grant to Art Classes was £26,319 6*s.* 6*d.* being £20 9*s.* 3*d.* per class, and 7*s.* 2*d.* per student under instruction. Of this sum £22,437 0*s.* 2*d.* was on attendances, £22 on the results of examination, and £3,856 11*s.* 4*d.* on works, and £3 15*s.* for an Art Pupil Teacher to a class that was formerly a School of Art.

The Grants awarded to each class will be found in the list of Schools and Classes at page 564 of the Appendix, Vol. II.

Teachers' Certificates.

17. *Certificates.*—During 1900, 2,294 certificates conferring varying teaching qualifications were issued. They comprised 1,788 elementary drawing certificates qualifying the holders to teach the subjects included in Group I. of Art instruction, 341 Art Class Teachers' Certificates qualifying the holders to supervise the teaching in Art Classes where instruction beyond that of Group I. is given, and 132 Art Masters Certificates Group I. qualifying the holders to be the Principal Teachers of Schools of Art. There were also awarded 12 Art Masters Certificates of the Second Group; 1 Third Group Certificate, and 16 Fourth Group, 1 Fifth Group and 3 Sixth Group Certificates. The qualifications for these Certificates will be found in the Directory of the Board.

Art Instruction in the Colonies and Dependencies.

18. Guernsey, the Isle of Man, New Zealand, and Tasmania have submitted works and examination exercises from their schools to the Board for examination, while Jersey, Natal, and Barbadoes have submitted examination exercises only. The total number of papers examined was 1.251, and of works 127. The results of these examinations are given on p. 662 of Vol. II. of the Appendix.

19. A table giving a comparison of the main figures for Schools of Art and Art Classes for 1900 and the two preceding years is given below:—

SCHOOLS OF ART AND ART CLASSES.

—	1898.	1899.	1900.
Schools of Art	287*	275	233
Art Classes	1,519*	1,430	1.286
Number of Students under Art Instruction	120,771	130,126	125,231
Number of Students examined	81,809*	84,597*	57,392†
Number of Works submitted (Science and Art)	101,492	96,580	90,416
Total Grant for Instruction in Art	£72,178 13 8	£77,794 10 6	£74,680 4 0
Grant per Head per Student under Instruction	12s.	12s.	11s. 11d.

* These figures include the statistics relating to schools in Scotland.

† There were, in addition to the students of Schools of Art and Art classes, 5,286 external candidates examined in the Art Examinations in 1900.

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2. Special Aid to Students and Schools.

(i.) *Scholarships Exhibitions, etc.*

A. Science.

Exhibitions and Scholarships, &c.

1. *Royal Exhibitions, National Scholarships, and Free Studentships.*—There were 141 individual competitors for the 7 Royal Exhibitions, 22 National Scholarships, and 6 Free Studentships to the Royal College of Science, London, and the Royal College of Science, Dublin, awarded on the results of the May examinations of 1900. There has been no falling off in the high standard of attainment of the successful competitors.

Local Exhibitions.

2. *Local Exhibitions.*—Twelve Local Exhibitions, Science—towards which the Board provide £25 per annum on the locality contributing a similar amount—were awarded in England last year, being one more than in the previous year. These are tenable at any institution where advanced Science instruction is given. Of the 12 Exhibitioners 5 elected to study at the Royal College of Science, London; 1 at the Royal College of Science, Dublin; 2 at Owens College, Manchester; 1 at the Yorkshire College, Leeds; 1 at Birmingham University; 1 at the University College, Liverpool; and 1 at the University College, Sheffield.

Science and Art Scholarships.

3. *Science and Art Scholarships.*—For the Science and Art Scholarships which are awarded to pupils of Elementary Schools and of Schools of Science under 16 years of age a local contribution of £5 a year is necessary. The object of the scholarships is to enable the managers of the local Fund to maintain the successful competitors while pursuing their studies for one, two, or three years, at an approved day school where more advanced instruction is given than in a Public Elementary School. The Board supplement this local contribution by a grant of £4 in the first year, £7 in the second, and £10 in the third year. In 1900 213 first year scholarships were awarded; 171 scholarships were renewed for a second year, and 123 for a third year, or a total of 507, being 20 more than in the previous year.

Whitworth Scholarships and Exhibitions.

4. *Whitworth Scholarships and Exhibitions.*—These scholarships were founded and endowed by the late Sir Joseph Whitworth in 1868. The rules have been somewhat modified at various times, and the first competition under the present scheme was held in 1888. In 1900 the competition was for four scholarships of £125 a year, tenable for three years, and 30 exhibitions of £50 tenable for one year. The number of competitors was 82 as compared with 89 in 1899; there has been no falling off in the standard of attainment of the successful competitors. The names of the successful candidates, as well as of those successful in previous competitions held each year since 1869, are given in Appendix C to the "Prospectus of Sir Joseph Whitworth's Scholarships and Exhibitions for Mechanical Science."

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5. *Aid to local Teachers of Science.*—Arrangements were made, as in previous years, at Owens College, Manchester, University College, Sheffield, Mason University College, Birmingham, the Yorkshire College, Leeds, University College, Nottingham, University College, Bristol, the Durham College of Science, Newcastle-on-Tyne, University College of Wales, Aberystwyth, University College of North Wales, Bangor, and University College, Cardiff, to aid science teachers in the country to attend the classes and laboratories in those institutions for advanced instruction in Science. Forty teachers as compared with 43 in the previous year were selected to attend various lecture classes and laboratory courses; three-fourths of their fees for day classes and one-half for evening classes being defrayed by the Board. Aid to local Teachers of Science.

B. Art.

6. *Royal Exhibitions, National Scholarships, and Local Scholarships.*—There were 144 individual competitors for the 10 Royal Exhibitions and 20 Local Scholarships awarded on the results of the May examinations, 1900. The 10 Royal Exhibitions are being held at the Royal College of Art, London. Of the Local Scholarships eight are being held at the Royal College of Art, London, three at the Municipal School of Art, Leicester, and one at each of the following Schools of Art: Birmingham, Bristol (Queen's Road), Bournemouth (East), Burnley, Holloway (Camden), and Hull. Two of the successful candidates were unable to take up the Local Scholarships awarded to them. Six students of Schools of Art engaged in trades dependent on decorative art were also selected for admission to the Royal College of Art, London, as National Scholars. The selection was made by giving due weight to the nature and requirements of the trades represented by the candidates, to the evidence they gave of special aptitude for design, and to the progress they had made at the schools at which they had studied, as shown by the works submitted and the examinations passed. Scholarships and Exhibitions.

A Royal Exhibitioner and a National Scholar each receives a maintenance allowance of 25*s.* a week during the college session and third-class railway fare for one journey each session to and from the Royal College of Art. A Local Scholar receives a maintenance allowance of £20 a year. Royal Exhibitions and Local Scholarships are tenable for three years, and National Scholarships for two years: but the latter may be specially renewed for a third year

7. *Local Exhibitions (Art).*—Four Local Exhibitions—towards each of which the Board provide £25 per annum on the locality contributing a similar amount—were awarded in 1900. These are being held at the Royal College of Art.

8. *County Council Scholarships.*—The County Council for the County Palatine of Lancaster has awarded eight Scholarships, the London County Council eight, the County Council for the West Riding of Yorkshire four, the Cheshire County Council three, the County Council for the North Riding of Yorkshire three, County Council Scholarships.

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the Surrey County Council two, and the County Councils for Gloucestershire, Norfolk, Kent, and the Isle of Ely have each awarded one Scholarship. The 32 Scholarships are in aid of students studying at the Royal College of Art.

Free Studentships.

9. *Free Studentships*, tenable at a School of Art under the Board, are granted to any student of such school who, being a draughtsman, designer, modeller, or handicraftsman, (1) has gained a first class in the immediately preceding personal Art Examinations in the Advanced Stage or a first class in subjects not divided into stages, and on account of whose works a payment of at least £2 has been awarded at the preceding annual examination, (2) has attended the School of Art for two consecutive years, (3) is prepared to attend regularly for the year following the date of his appointment, and (4) is recommended by the Managers of the school, who undertake to admit him to the school without payment of fees for that year. The Board may, however, exceptionally award free studentships to other deserving students recommended by Managers. A payment of £3 is made to the Managers of the School of Art where the student is holding the Free Studentship; and on the results of the work of the Session 1899–1900, 411 Free Studentships were awarded.

(ii.) *Short Courses of Instruction.*

A. Science.

Summer courses for Science Teachers.

The subjects of the short summer courses for teachers which were held from 4th to 26th July at the Royal College of Science, London, were Astronomical Physics, Chemistry, Mechanism, Mining, Sound, and Zoology. The Courses were given by the staff of the College, and were attended by 140 teachers, viz.: 103 from England and Wales, 28 from Scotland, and 9 from Ireland.

B. Art.

Special courses for Art Teachers.

Short courses of instruction for Art Masters and Mistresses and Students of Schools of Art and Art Classes were given at the Royal College of Art and the Victoria and Albert Museum. These courses consisted of (i.) (*a*) Demonstrations in making Time Studies from the Life and Drapery with a view to Design (for males and females); and, (*b*) Modelling from Life (for males and females) at the Royal College of Art; (ii.) Study in the Victoria and Albert Museum; (iii.) Lectures and Practical Demonstrations on subjects other than Modelling. There were 367 applicants for admission to these courses, of whom 120 were given permission to attend. The courses of instruction were under the superintendence of Messrs. Crompton, Cronshaw, Groves, Haywood, Henney, Kerr, Koch, Lantéri, Lunn, Roberts and Paulson Townsend, and Miss Moore. Lectures were given by Mr. Augustus Spencer, Head Master of the Royal College of Art; Dr. C. Waldstein, Slade Professor of Fine Art, Cambridge; Mr. F. Hamilton Jackson, R.B.A.; and Mr. G. C. Haité, R.B.A. Demonstrations in casting from gelatine and in piece moulding were given by Signor E. Cantoni. These Lectures and Demonstrations were attended by all the selected applicants. The punctuality and conduct of those attending the courses were entirely satisfactory.

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(iii.) *Grants for Buildings, Apparatus, etc.*

1. *Building Grants.* Building Grants have now been discontinued except to Schools which made application before March, 1897. The Grants made in 1900 amounted to £1,168 to Science Schools at Truro, Lowestoft and Newark, and to £1,108 to Schools of Art at the same places. The Science Building Grants amounted in 1899 to £4,970, and the Art Building Grants to £5,272. Grants for Buildings, Apparatus, etc.

2. *Grants for Apparatus, etc.* These Grants are only made to Schools in Ireland, and will be discontinued henceforward, The grants for Science fittings and apparatus amounted to £64 0*s.* 8*d.* in 1900 as compared with £76 4*s.* 2*d.* in 1899. The grants for Art casts and examples amounted to £26 2*s.* 5*d.* as compared with £10 6*s.* 5*d.* in the previous year.

(iv.) *The Circulation of Objects on Loan.*

The Circulation Division of the Victoria and Albert Museum has continued the work of preparing duplicate examples and reproductions in order to meet the increasing number of applications for loans of objects, etc., from Schools of Art; casts have also been made of suitable pieces of wood-carving; drawings have been made of stained glass, decorative tiles, and fine examples of embroidery; the collection of electrotype copies of repoussé work has been added to, and reproductions have been purchased of works by Albert Moore and Sir E. Burne-Jones, Bart. Circulation.

Additions have been made to the series of lantern slides, and a considerable number of new and important works relating to all branches of industrial and practical Art have been added to the Library. That this effort has been appreciated is shown by the fact that the number of volumes issued this year was 926, an increase of 179, and the total number of objects, drawings and books lent was 13,945, showing an increase of 1,708 on the previous year.

The number of Schools of Art and Art Classes to which loans were made during the year was 280, as against 272 in 1899. Art Loans.

A new departure has been made by allowing County and Urban District Councils to borrow photographs, casts, etc., for the village classes under their control, the central body in each case being responsible for the distribution and safe return of the objects lent.

The total number of scientific objects lent to 36 Science Schools and Classes during the year was 2,473 as against 2,670 lent to 37 schools in the previous year. Science Loans.

3. Inspection.

(i.) *Inspection of Schools and Classes in receipt of Grants from the Board.*

The introduction of the change in the method of awarding the grants for Science and Art instruction, and the contemplated abolition of gratuitous examination in the elementary stages of Science and Art subjects, rendered it necessary to increase very considerably the staff of Inspectors and to re-arrange their

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districts. It thus became possible to place a Chief Inspector or Inspector, and a Junior Inspector, in each of the 17 districts, and to group together several districts under each of the three Chief Inspectors of Science Instruction. A Chief Inspector of Art Instruction has also been appointed, and the country has been divided into three districts, each under an Inspector specially qualified in Art subjects.

In 1900 nearly all the schools and classes under the Board were visited by the Board's Inspectors; 1,377 of them were reported upon once, 461 twice, 93 three times, 32 four times, and 22 from five to ten times. These figures do not include the visits to Schools of Science, each of which is visited, as a rule, three or four times during the session, and reported upon at its close, or visits for the purpose of conducting enquiries or examinations.

(ii.) *Table of Schools inspected up to the 30th June, 1901, under Section 3 of the Board of Education Act, 1899.*

County.	Name of School.		Number of Pupils
	Boys.	Girls.	
Cheshire - -	Wallasey Grammar School.	- - -	201
Surrey - -	Tiffin's School for Boys	- - -	329
		Tiffin's School for Girls	349
		Wallington County School.	113
		South Wimbledon Girls' School.	98
	Richmond County School.	- - -	157
	Sutton County School -	- - -	63
	Merton, Rutlish School of Science.	- - -	156
	Reigate Grammar School.	- - -	59
	Dorking High School -	- - -	60
	Guildford Grammar School.	- - -	117
	Farnham Grammar School.	- - -	105
Liverpool - -	Liverpool Institute:		
	(*a*) High School -	- - -	170
	(*b*) Commercial School.	- - -	552
		(*c*) Girls' School -	220
	Liverpool College:		
	(*a*) Middle School -	- - -	232
	(*b*) Commercial School.	- - -	323
		(*c*) Girls' School - -	172
	St. Francis Xavier's College:		
	(*a*) Classical School	- - -	162
	(*b*) Commercial School.	- - -	113

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(ii.) *Table of Schools inspected up to the 30th June, 1901.—cont.*

County.	Name of School.		Number of Pupils.
	Boys.	Girls.	
Wilts - - -	Chippenham District County Secondary School (Mixed)		40
	Calne. Bentley's Endowed School.	- - -	25
	Malmesbury County Secondary School.	- - -	27
General: Girls' Public Day School Co.	- - -	Liverpool High School Belvidere Road.	220
		Bath High School- -	126
		Oxford High School -	245
		Nottingham High School.	245

4. Administration of the Technical Instruction Acts.

1. The following is a summary of the Return prepared by Order of the House of Commons, dated 21st May 1900, and issued as a Parliamentary Paper showing the extent to which and the manner in which Local Authorities in England, Wales, and Ireland have devoted the Residue under the Local Taxation (Customs and Excise) Act, 1890, and funds raised out of the local rates, to educational purposes, during the two years ended 31st March 1900. Applications of funds.

2. Of the 49 County Councils in England (excepting the County of Monmouth) 39 are applying the whole of the Residue and 10 a part of it, to Technical Education. Of the Councils of the 61 County Boroughs 55 are applying the whole of the Residue, and 6 a part, to Technical Education. Further, two County Councils and the Councils of 20 County Boroughs, 86 Boroughs and 181 Urban Districts are making grants out of the rates under the Technical Instruction Acts. In 20 cases, Local Authorities are also devoting funds to Technical Education out of the rates under the Public Libraries and Museums Acts. England.

3. In Wales and Monmouth the Councils of the 13 Counties and 3 County Boroughs are devoting the whole of the Residue to Intermediate and Technical Education, chiefly under the Welsh Intermediate Education Act, 1889; and the Councils of 13 Counties and County Boroughs and 14 Boroughs and Urban Districts are making grants out of the rates under the Technical Instruction Acts. Wales and Monmouth

4. In England and Wales the total amount expended on Technical Education during the year 1898-9 was 866,063*l.* 8*s.* 6*d.*, and during the year 1899-1900 909,962*l.* 8*s.* 10*d.* In addition the amount raised by loan on the security of the local rate under the Technical Instruction Act, 1889, mainly for the erection of Technical and Science and Art Schools, was in 1898-9, 105,301*l.* 12*s.* 4*d.*, and in 1899-1900, 90,347*l.* 10*s.* 7*d.* In Wales and Monmouth the estimated total amount devoted annually to Intermediate and Technical Education, under the Welsh Intermediate Education Act, 1889, is 43,203*l.* England and Wales.

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Ireland.

5. In Ireland the following local authorities make grants out of the rates under the Technical Instruction Act, 1889, viz.:—Dublin, Belfast, Cork, Galway, Galway Union, Gort Union, Pembroke Township (County Dublin), Limerick, Londonderry, Portumna Union, Claremorris Union and Tuam Union. The total amount expended on Technical Education out of rates raised under the Technical Instruction Acts and the Public Libraries Acts by 12 local authorities during the year 1898-9 was 4,549*l.* 3*s.* 1*d.*, and during the year 1899-1900, 5,172*l.* 6*s.* 3*d.* In addition, a sum of 10,000*l.* was raised by loan for the extension of the Dublin Municipal Technical School.

Minutes Issued.

6. We continue to receive applications for Minutes (mostly supplementary) under Section 8 of the Technical Instruction Act, 1889, sanctioning subjects of instruction on the representation of Local Authorities that they are required by the circumstances of the respective districts. Since the date of our last Report 15 such Minutes have been issued, on the application of the Local Authorities, of which a list is given in the Appendix, Vol. III. The total number of Minutes issued is now 455, viz.:—445 under the Act of 1889 (which extends to England, Wales, and Ireland), and 10 under the Technical Instruction Amendment (Scotland) Act, 1892 (the latter number not including any Minutes which may have been issued by the Scotch Education Department).

A list of the subjects which have been sanctioned since the Acts were passed is given in the Appendix, Vol. III.

Grants in Ireland.

7. The grants made during the past year to schools in Ireland in aid of technical instruction amounted to 3,143*l.* 19*s.* 3*d.* A list of these grants will be found in the Appendix, Vol. III. The Amount of the grant in each case is equal to the sum contributed to the school by the Local Authority out of the rates under the Technical Instruction Acts, and expended on approved subjects of technical instruction during the school-year 1899-1900—that is to say, on subjects other than the branches of Science and Art for which the Board gives aid under the general rules of the Directory.

5. Administration of the Welsh Intermediate Education Act.

he following Report for the year 1900 was issued in June 1901, and has been separately published :—

WELSH INTERMEDIATE EDUCATION ACT, 1889.

(52 & 53 Vict. c. 40.)

The Welsh Intermediate Education Act 1889.

1. The Welsh Intermediate Education Act 1889, was passed for the purpose of making further provision for the intermediate and technical education of the inhabitants of Wales and the County of Monmouth. The Act constituted the Charity Commissioners for England and Wales the central authority for bringing the Act into operation, and for exercising jurisdiction over the governing bodies established under the Act, and the

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funds applicable under the Act. The Act further provided that the Charity Commissioners should in every year cause to be laid before both Houses of Parliament a report of the proceedings under the Act for the preceding year.

Under the Board of Education Act 1899, and the Board of Education (Powers) Order in Council, 1900, the powers of the Charity Commissioners over endowments regulated by schemes under the Welsh Act were, with some minor exceptions, transferred on the 1st November last, to the Board of Education, and it is now the duty of the Board to make, in respect of those endowments, the Annual Report required by the Act.

Schools for which Grant was claimed

2. The Treasury Grant, made under Section 9 of the Act for the financial year ending 31st March, 1901, was claimed in aid of 92 county schools, of which schools the Ruthin County School for girls was the only one that had not previously claimed a grant. In addition to these 92 schools, Dr. Williams' School for Girls at Dolgelley, and the Howell's Glamorgan County School, although not entitled to a grant, were again examined and inspected as required by the schemes under which they are carried on, making a total of 94 schools examined and inspected.

Inspection and Examination of the Schools.

3. The inspection and examination of the schools were conducted, as in former years, under the direction of the Central Welsh Board, the inspection being undertaken by the Chief Inspector, Mr. Owen Owen, M.A., with the assistance of Mr. A. M. Bell, M.A., temporarily appointed for the purpose. The results of the inspection and examination were embodied in a Report by the Central Welsh Board which was submitted by them to the Board of Education together with their recommendations respecting the payment of the grant.

Report to the Treasury on the result.

4. Upon consideration of that Report, the Board were able to report to the Treasury that the conditions required to be fulfilled by a school in order to obtain a grant under the Act (Treasury Regulation, No. 3) had been fulfilled in the case of each school with the exception of the Llandudno County School (Carnarvonshire), the St. Asaph County School (Flintshire), and the Towyn County School (Merionethshire).

The Llandudno County School.

In the case of the Llandudno County School there has, in the opinion of the Board, been great delay in proceeding with the provision of the school buildings required by the scheme, coupled with inattention to a communication addressed to the Local Governing Body by the Charity Commissioners which has caused further delay, and the Board felt it their duty to recommend to Their Lordships that a reduction of one-tenth should be made in the amount of the grant to be paid in aid of that school.

The School at St. Asaph

In the case of the St. Asaph County School, the School Governors failed to rectify a breach of the scheme to which their attention has been called more than once, viz., the omission from the curriculum of Manual Instruction, a compulsory subject, and the Board recommended to Their Lordships that a reduction of one-tenth should also be made in the case of this school.

The School at Towyn.

The case of the Towyn County School (Merioneth) presented considerable difficulty. The school managers upon a vacancy in

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the head-mastership, which occurred towards the end of the year 1898, desired the appointment as head-master of Mr. Thomas Jones, who was then the Science Master at the school, and the County Governing Body, with whom the appointment lay, concurred in this desire. They applied, however, for the sanction of the Charity Commissioners to the appointment, because Mr Jones had not taken a degree in the United Kingdom, and was therefore ineligible for the post under the scheme. On receiving an assurance that it was his intention to proceed to take his degree, the Charity Commissioners, while stating that they had no power to sanction his appointment, informed the County Governing Body that they would originate no objection to the postponement of the appointment of a head-master for a reasonable time.

In the result of the Inspection Report of the school for the educational year ending June 1899, the Commissioners learnt that Mr. Thomas Jones was regarded as, and was in fact, the Head Master of the school, and they warned the School Managers that unless there was a duly appointed Head Master by the 30th June 1900, they would have to consider whether the school was not ineligible for the Treasury Grant.

No change has since been made in the Head Mastership of the school, and Mr. Jones is expected to take his degree in July, 1901.

The course which has been adopted is due to the fact that both the County Governing Body and the School Managers are convinced that very great harm would result to the school from the removal of Mr. Jones from his present position and the temporary appointment of a strictly qualified Head Master in his place. The school has always made a speciality of Science teaching, is well organised throughout, and is doing excellent work, and the Board concur in the view that, although the retention of Mr. Jones as Head Master constitutes a breach of the Scheme, the action which the County Governing Body and the School Managers have taken was in the best interests of the school, and that the work of the school has in no way suffered from the breach of the scheme.

In these circumstances the Board, while unable to report that the conditions upon which the Treasury Grant depends has been entirely fulfilled, refrained from making any recommendation as to the amount of the Grant and left it to Their Lordships to decide whether any, and, if any, what reduction should be made, with the result that the Grant has been reduced by one-tenth.

Schools Warned.

5. In the case of five other County Schools it has been necessary to call attention to the unsatisfactory results of the examination in certain subjects, notably in Natural Science, and to warn the Governing Bodies that improvement will be looked for in the next Report.

Holyhead County School.

6 The Holyhead County School, to which the Charity Commissioners referred in paragraph 24 of their last Report, was

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again not included among the schools of the County of Anglesey submitted for Inspection and Examination, and the aggregate Grant for the County was for the second time reduced by the sum of £164 12*s.* 4*d.* The School Managers have, however, now taken the establishment of the school seriously in hand, and the opening of the school in temporary premises has been sanctioned. The school will therefore be submitted for inspection and examination during the current educational year.

Manual Instruction.

7. The Charity Commissioners have, in their Reports under the Act, called attention more than once to the delay which has occurred in making provision for the teaching of Manual Instruction in schools in which the subject is obligatory, and in their last Report (paragraph 25) they specially referred to the schools at Bangor (boys), Llandudno, Denbigh, Llanrwst, Ruabon, Wrexham, Hawarden, Mold and Rhyl, and stated that, if as the result of the next inspection it appeared in the case of any of those schools that no provision for the teaching of Manual Instruction has been made, and no sufficient ground was given for the failure of the Governors to supply the omission, a reduction of the Grant would seem to be proper. In each of these cases, with the exception of the school at Llandudno, to which reference has already been made, the Board are able to report that provision for Manual Instruction either had been made at the time of the inspection, or was to be ready by the beginning of the current school year.

Statistics of Schools inspected as to Scholars and Staff.

8. The 94 schools inspected and examined, of which 80 were in their permanent school buildings, comprise 22 schools for boys, 22 schools for girls, 43 dual and seven mixed schools. The total number of scholars inspected has increased from 7,390 (viz.: 3,877 boys and 3,513 girls) to 7,445 (viz.: 3,799 boys and 3,646 girls), but it is noticeable that there is an actual diminution in the number of boys. There are now 334 boarders, as compared with 314 in the previous year. The collective staff for the schools consists of 72 Head Masters and 22 Head Mistresses, 176 Assistant Masters and 191 Assistant Mistresses. The permanent staff is therefore 461 teachers to 7,445 scholars, or a proportion of about one to 16. The emoluments of the 72 Head Masters amount approximately to £19,889, and of the 22 Head Mistresses to about £5,110, showing an average of £276 for each Head Master and about £232 for each Head Mistress. The salaries paid to the 176 Assistant Masters amount to about £21,978 and the salaries paid to the 191 Assistant Mistresses amount to about £19,323, or an average salary for each Assistant Master of nearly £125, and for each Assistant Mistress of a little over £101.

In addition to their other emoluments, 15 Head Masters and four Head Mistresses are provided with residences free from rent and taxes.

The numbers of boys and girls respectively in the various counties who have availed themselves of the advantages afforded

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by the Act during the last three years will be seen from the accompanying Table.

NUMBER of PUPILS on the Roll of County Schools at the time of Inspection in the Years 1898, 1899, and 1900.

COUNTY.	1898.			1899.			1900.		
	Boys.	Girls.	TOTAL.	Boys.	Girls.	TOTAL.	Boys.	Girls.	TOTAL.
Anglesey - -	97	71	168	92	78	170	110	71	181
Brecon - - -	133	91	224	146	92	238	141	97	238
Cardigan - -	253	120	373	270	165	435	258	187	445
Carmarthen - -	236	205	441	217	239	456	211	239	450
Carnarvon - -	330	265	595	396	284	680	381	304	685
Denbigh - -	305	200	505	302	201	503	293	232	525
Flint - - -	220	101	321	228	131	359	229	149	378
Glamorgan - -	869	843	1,712	886	826	1,712	853	890	1,743
Merioneth - -	214	225	439	214	225	439	200	215	415
Monmouth - -	136	234	370	142	359	501	156	374	530
Montgomery -	194	153	347	227	158	385	218	102	320
Pembroke - -	255	184	439	242	195	437	212	180	392
Radnor - -	27	37	64	43	42	85	57	37	94
Cardiff - - -	-	247	247	138	245	383	184	245	429
Newport - -	140	97	237	139	92	231	138	108	246
Swansea - -	229	201	430	195	181	376	158	156	314
TOTAL - - -	3,638	3,274	6,912	3,877	3,513	7,390	3,799	3,646	7,445

Scholarships and Bursaries.

9. From School District Funds, Scholarships of the aggregate value of £6,645 15*s.* were awarded last year to 1,430 pupils (viz., 764 boys and 666 girls) of whom 373 pupils (viz., 210 boys and 163 girls) received augmentations amounting to £975 9*s.* 8*d.*, while bursaries of the aggregate value of £2,144 1*s.* 2*d.* were granted to 741 pupils (viz., 434 boys and 307 girls). From Scholarship District Funds Scholarships amounting in the aggregate to £2,827 9*s.* 2*d.* were awarded to 375 pupils (viz., 197 boys and 178 girls), of whom 69 pupils (viz., 39 boys and 30 girls) received augmentations amounting to £322 3*s.* 4*d.*; 138 pupils held scholarships from private donations of the value of £509 18*s.*, while from charitable donations outside the District

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Fund and from Special Funds 88 pupils received scholarships of the aggregate value of £540 14*s.* 11*d.*

It will thus be seen that pupils in the intermediate schools received in scholarships, augmentations and bursaries the total sum of £13,965 11*s.* 3*d.*; and it is interesting to note that the large expenditure of public money on this object appears to stimulate rather than discourage private munificence.

10. Now that the numbers in the schools have ceased to grow by leaps and bounds, organisation is becoming more effective and normal conditions have come into existence. Enough time has elapsed since the opening of many of the schools to allow pupils who entered young, and were placed in the lower forms, to have received the benefit of the full course of training, and it is a hopeful sign that the arrival at this stage is marked by notable progress in the higher work of the schools. The Chief Inspector of the Central Welsh Board calls special attention to this point in his report to that body, and his remarks are confirmed by the general reports of the Examiners.

There are, however, one or two notable exceptions. The unfavourable character of much of the Reports on the various branches of Natural Science may be due in part to the fact that there were still more than a dozen schools in temporary buildings, and that many more had only occupied their permanent homes for a short time, or had found them still incomplete in their equipment for science instruction. But when allowance has been made for such temporary defects, there still remains something that cannot be so accounted for. The Examiner in Elementary Science (Part A.) says, "The general standard in the subject is somewhat lower than last year. There is certainly room for improvement in the junior stage, and I feel sure that it can be attained by beginning the subject earlier, and spreading the course over a larger number of terms. . . . . At present there are indications that many of the pupils have had to 'get up' the subject in too short a time." And the Examiner in Part B. of the same subject, after acknowledging the excellent work done in many schools, says, "The attention of pupils should be called to the fact that irrelevancy and want of conciseness cannot escape notice. Girls are especially faulty in this respect, boys more often fail in neatness. More experiments might with advantage be shown during the lessons."

The Examiner in Physics says, "The most encouraging feature this year is the high standard attained in the honours papers. In the Junior and Senior stages the general standard was lower than last year."

In connection with this branch of science, it is interesting to note that the Examiner in Mathematics reports favourably of the work done, particularly in the higher branches, thus indicating that a sure foundation for the study of Physics is being laid. On the other hand the following remarks of the Examiner in Mechanics deserve careful attention:—

"The general standard in Mechanics is about the same as last year; I cannot say that it is higher. . . . . I doubt whether

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we can look for much improvement in the teaching of Mechanics, either in amount or quality, until Physics takes a more adequate place in Welsh schools. For the two subjects are intimately connected, and the necessity for experimental illustration and practical work in Physics might lead teachers to see the desirability of it in Mechanics."

The Examiner in Chemistry complains of want of conciseness and relevancy in much of the work submitted to him, and remarks, "Science is excellently adapted for teaching a good descriptive style, and it is a pity that this is not more kept in mind." The importance of attention to the correlation of studies is further enforced by him in connection with sketches:—

"The number of pupils who were unfamiliar with the shape and use of the commonest apparatus was quite surprising. It cannot be too much insisted upon that an accurate and careful drawing will bring out a pupil's knowledge better than the longest description."

On the whole, these Reports leave behind the impression that, although much good work in science is being done, there is still in many schools a failure to recognise either its educational value, or the conditions on which that value depends. In this connection, the Board hope that due attention will be paid to the suggestion of Mr. Owen Owen—that the time has come to make regulations to secure "a systematic and continuous course of training for a reasonable period of time in each of the subjects that may be offered for examination."

In the reports on the teaching of languages the most noteworthy points appear to be the enterprise shown by the teachers in the adoption of new methods; the comparative neglect of German, and the position of Greek. The last-named subject was offered for examination by 25 schools, as compared with 27 last year and 20 the year before. It is also to be noted that seven of the 25 offered it for the first time. The number of pupils entered was 77, as against 88 in the previous year. The Examiner, while regretting the fall in numbers, remarks that "it was more than compensated by a very distinct improvement in the quality of the work sent in. In particular, nearly all the schools which attempted the subject for the first time seem to have started upon good lines." As in most of the subjects, the higher work comes in for special praise. "The work in the two higher stages was, on the whole, very good indeed * * * * Two schools offered quite excellent work which would have done credit to any English 'Public School.'"

In another passage, however, he makes some observations which appear to require attention as pointing to a possible defect in organisation:—

"In several schools the pupils have suffered through attempting stages which were really beyond their reach. In each of these schools the number of pupils was very small, and it is notoriously difficult to estimate precisely the powers of the members of a very small class."

In connection with these remarks it is worthy of notice that

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as many as nine schools submitted only one pupil each for examination in Greek, and that in three of these cases the verdict of the Examiner was most unfavourable, and in only two could it be called favourable. Much may be said, no doubt, in favour of not refusing to any pupil attending school in a remote district the opportunity of learning Greek if he or his parents wish for it, and such cases are not of infrequent occurrence in a country like Wales, where the Ministry, both of the Established and Nonconformist Churches, is largely recruited from the rural districts. But it may be doubted whether teachers and governors always give enough consideration to the disadvantages of the practice from the point of view of the pupil, who has to do his work without the stimulus of companionship, and sometimes in extra hours; from the point of view of the master, who has to give to one or two boys time which is probably wanted for a class in some other subject of a curriculum already in danger of being overloaded; and from that of the governors, who are thereby ignoring one of the advantages which a county organisation was intended, and should be able, to confer. In many cases, though not perhaps in all, it would be possible to transfer a pupil who wished to learn Greek from a school where no regular provision is made for that subject to one where a fair number of pupils receive instruction in it. Where such a course is possible, it would be worth some expenditure of money for special scholarships or bursaries in order to secure that it should be followed, and so to obtain for the pupil the most efficient instruction in the subject, and to promote effective organisation in and among the schools.

11. The Board note with satisfaction the steady progress which is being made by means of the certificates awarded by the Central Welsh Board, in diminishing the evils and inconveniences arising from the multiplicity of examinations. It appears that, subject to certain conditions, the senior certificate of the Welsh Board not only secures exemption from the Matriculation Examination of the University of Wales, but is also recognised by the Board of Education (Code, Article 51 (b). 115 (d)), the General Medical Council, the Pharmaceutical Society, the Institute of British Architects, and the Institute of Chartered Accountants.

6. Schemes under the Endowed Schools Acts.

During the year 1900 eleven schemes under the Endowed Schools Acts were submitted by the Charity Commissioners to the Board of Education. During the same period eighteen schemes were approved by the Board. Two schemes were remitted to the Charity Commissioners with a declaration and amended by that body in such a manner as to bring the schemes into conformity with that declaration and twenty-one schemes were approved by Her late Majesty in Council.

No schemes were submitted under the Welsh Intermediate Education Act.

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IV.—THE ROYAL COLLEGES OF SCIENCE AND ART.

The Royal College of Science, London, with which is incorporated the Royal School of Mines.

1. The Report of the Dean and Council of the College for the session 1899–1900 is given in the Appendix, Vol. III. Three hundred and nineteen students were under instruction in the various divisions of the College during the session, a decrease of 1 on the previous year. Of these 183 were Government students—Royal Exhibitioners, National scholars, Local Exhibitioners, Free Students, and Teachers in Training—and 136 were private students paying fees. The attendance at the several classes was as follows:—Chemistry, 168; physics, 116; astronomical physics, 79; mechanics, 93; mathematics, 137; metallurgy, 65; biology (including botany), 19; geology (including mineralogy), 80; mining, 36. These are the gross numbers of both terms, but of individual students the numbers are respectively 132, 99, 79, 82, 137, 51, 15, 75, and 36. The number of Teachers-in-Training was—32 in chemistry, 24 in physics, 10 in mechanics, 5 in biology, 8 in geology, 2 in metallurgy, and 2 in mining. The term and session examinations of the college were conducted under the joint examinership of the Professors and external examiners.

2. The summer courses for teachers, which last about three weeks, were in astronomical physics, chemistry, mechanism, mining, sound, and zoology. They were held during July, 1900, and were attended by 141 teachers.

The Royal College of Art.

Royal College of Art.

1. There were 36 Students in Training in the College during the Session ended 16th October, 1900, 2 Pupil Teachers, and 21 National Scholars. Nine Schools of Art have been supplied with trained masters; 3 Students in Training left the College, 2 having completed their course of instruction and 1 resigned; 7 National Scholars left the College, 5 having completed their course of instruction and 2 resigned. 208 Students have attended the College without payment of fees, and 8 at half fees, these privileges having been gained by success in their studies. 390 Students attended the College, of whom 197 were women and 193 men, a decrease of 50 on the previous year. The fees amounted to £1,033 14*s.* 6*d.*, being a decrease of £222 17*s.* 6*d.* on the previous year.

Students' successes.

2. Forty-seven Art Masters' Certificates were obtained by Students of the College, as well as 2 Art Class Teachers' Certificates and one Elementary Drawing Certificate. The prizes gained comprised 6 gold, 50 silver, 80 bronze medals, and 156 book prizes in the National Competition and School Examinations, and 5 Queen's Prizes in the Art Examinations. Three Travelling Scholarships of £50 each were awarded after competition among the free students in the College. The report of the College is given in the Appendix, Vol. III.

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V.—THE VICTORIA AND ALBERT MUSEUM, AND OTHER MUSEUMS IN CONNECTION WITH THE BOARD.

1. The Victoria and Albert Museum.

Visitors.

1. The number of visitors during the year 1900 was 846,489 at South Kensington, and 506,248 at Bethnal Green, making a total of 1,352,737. This shows a decrease in the total attendances of 42,625, compared with the figures in the previous year, in spite of an increase of 65,331 in the number of visitors at Bethnal Green. Full returns of the numbers are given in the Appendix, Vol. III.

Art Museum.

Art Museum.

2. Mr. C. Purdon Clarke, C.I.E., F.S.A., Director of the Art Museum, in submitting the reports of the Keepers of the various divisions, states that the principal feature of the year was the number of bequests and gifts of pictures, drawings and other art objects made to the Museum, details of which are given in the Keepers' reports. Some of these are of considerable value and importance, notably the bequests of the late Mr. Constantine Alexander Ionides,—165 oil and water-colour paintings, and a large collection of drawings, etchings, etc.; Mr. H. S. Ashbee,—a selection of 222 paintings; Mr. Henry Vaughan,—paintings, carved woodwork, furniture, stained glass, etc.; Miss E. F. Dalton,—drawings and engravings; and the gifts of Mr. J. Orrock,—27 paintings; Mr. George Donaldson,—a collection of modern furniture purchased at the Paris Exhibition; Mr. D. B. Myers and Mr. R. Taylor,—collections of textiles, Oriental tiles, glass, etc. These bequests and gifts—exclusive of the Ionides collection—which was not actually deposited in the Museum before the close of the year, and the miscellaneous gifts to the Art Library—comprise some 1,589 objects, the registration and arrangement of which, in addition to the current business of the divisions, has made the work of the Art Museum staff very heavy during the year.

The most important purchases were a collection of Saracenic glass and faïence, formed by the late Major W. J. Myers, portions of which were taken by the Edinburgh and Dublin Museums; and the Isham collection of costumes, bought of the present baronet, Sir Charles Isham, and which was formed by Sir Justinian Isham in the early years of the 18th century, and dates back to the period of Queen Elizabeth. Several of these costumes are probably the only known examples of their types and are considered very valuable additions to the Museum collection.

The wrought-iron screens which were brought from Hampton Court Palace to the Museum in 1858, portions of which have since been exhibited at the Victoria and Albert Museum, and the Edinburgh, Dublin, and various provincial museums, were returned to Hampton Court by the direction of the First Commissioner of H.M. Works.

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3. Mr. A. B. Skinner, B.A., F.S.A., the Assistant Director, reports that the number of objects acquired for the Art Museum by purchase, gift, or bequest was 2,327, of which 15 were for the Indian Section. The following list gives the principal acquisitions made in the various sections during the year 1900 and also the chief loans for the same period.

I.—Sculpture and Mosaics.

By gift :—

A plaster bust of the late John Jones, Esq., from the marble original made in 1882 by John Lawlor, A.R.H.A. ; given by F. Litchfield, Esq.

A marble bas-relief portrait of a Florentine lady, second half of the 15th century ; bequeathed by H. Vaughan, Esq.

A collection of Egyptian Antiquities, including artists' and sculptors' trial-pieces ; given by the Egyptian Research Account and the Committee of the Egypt Exploration Fund.

The following were the principal loans to this section during the year :—

A vase-clock, vases and candlesticks of fluor spar, mounted in ormoulu ; French ; period of Louis XVI. Lent by W. Courtauld Thomson, Esq.

Three fluor spar vases, mounted in ormoulu ; French ; period of Louis XVI. Lent by J. Foster, Esq.

II.—Textile Fabrics, Embroideries, and Lace

By purchase :—	£	s.	d.
A collection of English costumes of the 16th and 17th centuries, formerly belonging to the Isham family	500	0	0
A collection of textiles, formerly belonging to the late Major W. J. Myers	148	9	9
Twenty Chinese tapestry pictures	60	0	0
Portion of an embroidered orphrey, with the shield of arms of the Sandys family surrounded by the Garter	35	16	10

By gift :—

A collection of textiles, formerly belonging to the late Major W. J. Myers ; given by Dudley B. Myers, Esq.

A collection of textiles from Egyptian tombs, formerly belonging to the late Major W. J. Myers ; given by R. Taylor, Esq.

A collection of lace ; given by Mrs. Ambrose B. Rathborne.

The following were the principal loans to this section during the year :—

Fragments of vestments found in the tombs of Bishop Henry de Blois and Bishop Walter de Cantelupe ; lent by the Dean and Chapter of Worcester Cathedral.

Needlework of the time of Queen Elizabeth ; from Hardwick Hall, Derbyshire ; lent by His Grace the Duke of Devonshire, K.G.

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III.—Woodwork, Furniture, Musical Instruments, and Leatherwork.

By purchase:—	£	s.	d.
Two Japanese screens	59	11	7
An oak beam and other woodcarvings from Sutton Place, Guildford	29	16	0

By gift:—

A chamber organ, built by Daniel Prior in 1786; given by F. Barrett Lennard, Esq.
A rood-screen cross painted with the Crucifixion, Italian; 13th century; given by Sir T. D. Gibson-Carmichael, Bart.
A collection of carved woodwork and furniture; bequeathed by H. Vaughan, Esq.
Four carved oak doors, containing Flemish panels of about 1500; given by Sir S. Montagu, Bart.
A collection of furniture from the Paris Exhibition, 1900; given by G. Donaldson, Esq.

The following were the principal loans to this section during the year:—

A reproduction, by M. Vandenbroeck, of the carved and painted wood Shrine of St. Ursula by Hans Memling (1430–1494), in the Hospital of St. John, Bruges; lent by Mrs. Chauffourier.
A group in carved wood of Hercules carrying off Deianira from Achelous; 16th century work of the School of Giovanni da Bologna; lent by Sir T. D. Gibson-Carmichael, Bart.

IV.—Keramics, Glass and Enamels.

By purchase:—	£	s.	d.
Persian lustred earthenware from excavations in the neighbourhood of Bagdad; 13th or 14th century	45	0	0
A collection of Saracenic glass lamps and other vessels, formerly belonging to the late Major W. J. Myers	2,253	15	0
A collection of Oriental earthenware tiles, and fragments, formerly belonging to the late Major W. J. Myers	829	15	0
A collection of Oriental earthenware, formerly belonging to the late Major W. J. Myers, and acquired at the sale at Messrs. Christie's	118	19	6
Seven specimens of modern French glass, by Gallé of Nancy	65	3	7
A collection of modern pottery from the Paris Exhibition, 1900	107	19	4

By gift:—

A collection of Oriental earthenware tiles and fragments of vessels, formerly belonging to the late Major W. J. Myers; given by Dudley B. Myers, Esq.
Specimens of Ancient Egyptian glass and pottery, formerly belonging to the late Major W. J. Myers; given by R. Taylor, Esq.
A Hispano-Moresque blue lustred drug vase, 15th century; given by F. Du Cane Godman, Esq.
Two English enamelled brass candlesticks; bequeathed by Dr. Radford.

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A large green earthenware vase, by Georges Hoentschel; given by G. Donaldson, Esq.
A collection of stained and painted glass; bequeathed by H. Vaughan, Esq.
A tea-caddy of Battersea enamel; given by Miss Maria Willis.

The following were the principal loans to this section during the year:—

Additions to the collections of pottery, porcelain and enamels; lent by G. Salting, Esq.
Additions to the collections of enamels and earthenware; lent by J. H. Fitzhenry, Esq.

V.—Metal Work, Coins and Medals, Arms and Armour, Silversmiths' Work, Jewellery and Goldsmiths' Work.

By purchase:—	£	s.	d.
A gold necklace with head of Achelous, made by the late Signor Carlo Giuliano	250	0	0
A collection of Spanish metalwork	85	4	0
A Saracenic brass cup and ewer	123	10	9
A collection of modern French medals and plaquettes	73	11	2
Two silver vases and two silver bowls from the Paris Exhibition, 1900	35	1	6
A silver parcel-gilt bowl and cover for the Indian section	20	0	0

By gift:—

A collection of gold and enamelled jewellery, made by the late Signor Carlo Giuliano; given by Messrs. C. and A. Giuliano.
An English silver teapot and stand; given by Miss Maria Willis.
A collection of medals and badges of the City of London; given by Sir E. Durning-Lawrence, Bart., M.P.
A gold bracelet from Muscat; given by Miss Palmer Lovell.
An Icelandic silver-gilt girdle; given by W. Child, Esq.

The following were the principal loans to this section during the year:—

Additions to the collections of metalwork and arms; lent by G. Salting, Esq.
Additions to the collections of silversmiths' work and metalwork: lent by J H. Fitzhenry, Esq.
Additions to the collection of jewellery; lent by Sir T. D. Gibson-Carmichael, Bart.
An enamelled gold plate of Persian workmanship, dated 1817; lent by the Secretary of State for India to the Indian Section.

VI.—Reproductions.

The reproductions acquired in 1900 comprise 140 in plaster, 18 in metal, and 1 wax squeeze. Those in plaster include the front and sides of the alabaster altar in the Mausoleum of the Empress Galla Placidia, at Ravenna, 6th century, given by the Marquis of Bute, K.T.; five fragments of Celtic crosses, 8th to

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12th centuries; six shields on monuments in Dersingham Church, Norfolk, 17th and 18th centuries; four panels on the staircase added to the pulpit in Siena Cathedral in 1543, given by L. F. Day, Esq.; a statue of the Virgin in the Germanic Museum, Nuremberg, early 6th century, and a portion of a Monument to Archbishop Grey in York Minster, late 13th century.

The following objects in the Museum were cast for circulation purposes:—Eleven fragments of plaster formerly in the mansion (built in 1606) known as the "Old Palace," at Bromley-by-Bow; 86 portions of oak panelling formerly in a house near Waltham Abbey, early 16th century; four book-covers, two ivory caskets, one dish, two candlesticks, and details of furniture.

The reproductions in metal consist of a silver-gilt beaker in the Protestant church of Marosvásárhely, Transylvania, late 15th century, and the following objects in the Museum dating from 15th to 19th centuries:—Three beakers, two standing salts, two cups, a tankard, a jug and a goblet of silver-gilt, and a beaker and a chocolatière of silver.

The wax squeeze is from a terra-cotta mould in the Archæological Museum, Florence; it was given by Henry Roche, Esq.

Other purchases for this section were:—

	£	*s.*	*d.*
Copies of Italian wall decorations of the 14th century, from old houses in the Mercato Vecchio, Florence, and now preserved in the Museo di San Marco; by Mr. W. H. Allen - - - - -	84	0	0
A series of water-colour paintings chiefly representing details from the "House of the Tragic Poet" and the "House of the Chase" at Pompeii; by Signor Luigi Bazzani -	200	0	0

Paintings.

4. Mr. H. M. Cundall, F.S.A., the Keeper in charge of the Paintings, reports that the collections have been considerably enriched during the past year by an exceptional number of valuable paintings, chiefly acquired by gift and bequest.

Mr. James Orrock, R.I., who had already on previous occasions presented some valuable paintings to the Museum, made an additional gift of twenty-three water-colour and four oil paintings, including works by George Chambers, W. J. Müller, Thomas Collier, Charles Green, Sir James Linton, and others. The late Mr. Henry Vaughan bequeathed eleven paintings, comprising two large studies by John Constable, R.A., one of "The Hay Wain" and the other of "The Jumping Horse"; two finished water-colour paintings, "A Bridge over the Usk" and "Babylon," by J. M. W. Turner, R.A., and four sketches by the same artist; also three other paintings.

The late Mr. H. S. Ashbee bequeathed his collection of paintings to the nation, and by his will gave the authorities of the Museum power to choose such works as they considered suitable; accordingly two hundred and twenty-two paintings were selected. This valuable bequest includes water-colour paintings by J. M. W. Turner, R.A., T. Girtin, John Varley, Samuel Prout, David Cox, Peter De Wint, and other well known

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artists, also oil paintings by J. Constable, R.A., George Morland, Copley Fielding, J. Linnell, and others.

By her will the late Mrs. Jane Carr bequeathed eight water-colour drawings by Joseph Nash, David Cox, P. De Wint, Copley Fielding, William Havell, and Robert Hills; also an album of sketches by Paul Sandby.

Gifts were also received from Mr. A. T. Hollingworth of a seascape by T. B. Hardy, and from Mr. Heywood Hardy of a study of a bear, by himself.

Amongst the paintings which were purchased, the more important were three miniatures by Andrew Plimer, George Engleheart, and John Smart, a pencil drawing by R. Cosway, R.A., a water-colour painting by A. B. Houghton, eleven drawings of old buildings in Cairo by Frank Dillon, and ten drawings by the late William Simpson.

The total number of paintings and drawings acquired by gift, bequest, and purchase during the year is 316, and a list of them is given in the Appendix, Vol. III.

The late Mr. Constantine Alexander Ionides has bequeathed a valuable collection of paintings, drawings, etchings and engravings to the Museum, and negotiations for its reception are in progress.

Exhibitions of Modern Illustration.

The Society of Arts approached the Board of Education with a view to holding an Exhibition of Specimens of Modern Illustration, which had been suggested by the Society of Illustrators on similar lines to those of the Exhibition of Lithographs held in 1898–99. The Board undertook the organisation of the proposed Exhibition, and a committee of advice was appointed, with the Keeper of the Pictures, Mr. H. M. Cundall, as Secretary. A list of the members is given in the Appendix, Vol. III. It was decided that the Exhibition should be restricted to typographical reproductions accompanied by the original drawings executed since 1860—a period during which photography has been available for reproductive purposes, and it has been possible to preserve the original drawings. It was proposed to open the Exhibition during the month of November, but in consequence of unforeseen circumstances the opening had to be postponed until the beginning of the new year.

Dyce and Forster Collections.—The number of readers' visits for the year was 445; the number of books and manuscripts issued was 1,799, and of prints, drawings, &c., was 192. Compared with the previous year, these figures show a decrease of 151 in the number of readers, and 1,167 in the number of works consulted.

5. *National Art Library.*—Mr. G. H. Palmer, B.A., the Keeper, reports:—

The attendances of readers in the library during 1900 have numbered 21,794. This number is less than that for 1899, but the decrease can be to some extent explained. During the re-organisation of the Royal College of Art, the library reading-rooms have been less used by students, and the total number of attendances by students was especially reduced by the postponement of the date of opening the College for the winter session.

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Since that date a reading-room, supplied from the library, has been opened in the College, and students work there instead of in the library reading-rooms. The attendances in that room will be included next year, under a separate heading, in the National Art Library returns, and the issues of books will be incorporated with those recorded in the library itself. The arrangement is temporary, but it is proposed that it shall continue until, in the new buildings, access from the College to the library is more direct. Provision will then be made for the students to read in the library itself.

The setting out of new acquisitions in the reading-room, for the information of readers, has proved of great service to them. Additions to each section have thus been made known. In the frames in the reading-rooms, selected drawings of enamels, and original designs for Swiss heraldic glass, have been successively exhibited.

The drawings and tracings from Norfolk and Suffolk rood-screens, and many other drawings chiefly illustrating Italian Art, have remained on exhibition in the Art Museum, and the collection of photographs of works by the late Sir E. Burne-Jones has still been shown there. Loans have been made, as usual, to the Royal College of Art, and, through the Circulation division, to outside institutions. The library has also contributed to the Exhibition of Modern Illustration.

For the section of Books the cataloguing of accessions is complete to the end of the year, and some revision of old work has been carried through. Altogether 4,877 slips have been printed and inserted in the new card catalogue during 1900, making the total number of entries in that catalogue 50,845. The final proofs of the classified list of books on Heraldry have been revised, and the work will be issued shortly. A Historical Introduction to the illuminated letters and borders in the library, written by Mr. J. W. Bradley, is also almost ready for publication.

For the section of Prints and Drawings current registration has been completed to the 8th October, 1900, the date when the engravings and drawings, bequeathed by Miss E. F. Dalton, were received. All the engravings in the bequest have now been fully registered, and the drawings are being dealt with. During the year 21,300 catalogue and index slips have been written for the new catalogue and index to the section. These relate to current acquisitions (which are all fully dealt with when received), and to the library collections of prints and drawings illustrating British and Foreign Topography, and Heraldic drawings. 3,486 prints and drawings have been mounted, and cleaned and repaired when necessary, during the year. A hand-list of Pictorial Drawings by British artists, completed to the 31st December, 1900, has now been sent to press for publication as a pamphlet. A complete catalogue of the Japanese colour-prints in the library, a catalogue of the Engravings of the Early German School, and the topographical index referred to above, will soon be ready for the printer.

For the section of Photographs current registration is complete to the end of the year. During 1900, 12,630 index slips have been written for the new index, mostly for the classes: Sculpture, and Architecture and Topography. Labels have been written, and revised, for 5,295 photographs in addition to current acquisitions, and all the photographs thus dealt with have been entered up in the new permanent register for the section. Much further classification has been carried through and there are no arrears of mounting. It is hoped that the indexes to more than one class will be completed, and ready for printing, during 1901.

A comparative return showing the extent to which the library reading rooms have been used during the past five years is given, with other statistics and lists of the more important acquisitions of 1900 in the Appendix, vol. iii. The list of donations includes several valuable gifts and an important bequest, that of Miss E. F. Dalton, to which reference has already been made above.

6. *Branch Museum, Bethnal Green.*—Mr. T. F. Parkinson, the Resident Officer in charge, reports as follows:—

The number of visitors during the year was 506,248, an increase of 65,331 as compared with 1899, and 113,965 more than in 1898. During

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the daytime on weekdays there were 260,079 visitors; 154,511 during the evenings (6 to 10 p.m.); and 91,658 on Sundays. The average week-day attendance was 1,329, and the average Sunday attendance was 1,763. The greatest number of visitors on any one day was 7,350 on Whit-Monday; the least number was 160 on December 15.

Art Collections.—The chief additions have been: examples of 17th and 18th century furniture from the Victoria and Albert Museum, including a chamber organ in a Sheraton case and two pianos by W. Southwell, in the form of pier tables; an oil-painting representing a Maori maiden, lent by Sir Walter Buller, K.C.M.G.; four oil-paintings by Andrew MacCallum, lent by the artist; cartoons by Baron de Triqueti; and some 17th century furniture from Sutton Place lent by George Donaldson, Esq.

Food Collection.—Samples of water from various sources in the district were received and tested. Statistical labels were revised to date. Messrs. Sutton and Sons, of Reading, removed their models of vegetables for renovation.

Animal Products' Collection.—Several additions were made to the Boots and Shoes section, chiefly by loans from Major Woollett. A Spanish saddle was presented by H. M. Bruce, Esq. Statistical labels were renewed.

Doubleday Collection.—There were 218 visitors to the collection of butterflies and moths during the year.

Visits to the museum were made by 57 Board school classes. Lectures were given to students by Mrs. Edwards and Dr. Tilley, and, on the Willett Collection, by the Rev. J. E. Watts Ditchfield. More than ten thousand visitors were seen sketching and taking notes.

Permission to copy pictures was given to 55 art students, an increase of 15 as compared with the number in 1899, and 1,338 copies of the Guide, of which a new edition was issued, were sold.

An illustrated catalogue of the Drawings of Old London, prepared gratuitously by Philip Norman, Esq., has been published and much used.

Science Museum.

Science Museum.

7. Major-General Festing, C.B., F.R.S., the Director, submits the following reports by the Keepers of the Science Museum:—

8. *Machinery and Inventions Division.*—Mr. W. I. Last, A.M.I.C.E., the Senior Keeper, reports as follows:—

During the year 1900 the collection in this division has been increased by the addition of 62 models and 74 views, maps, drawings, &c.; four objects have been withdrawn, and one exchanged. Amongst the more interesting of the additions may be mentioned:—

Collection of models of stationary engines and machine tools, including Maudslay's original screw cutting lathe. Constructed between 1800 and 1862 by Messrs. Maudslay, Sons & Field. Purchased.

Collection of rails, views, maps, guides, photographs, and literature relating to early railways. Presented by C. E. and C. Stretton, Esqrs.

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Series of views of the London and Birmingham Railway (1838) Presented by John Hyde, Esq.
Two models of the "Janney" automatic railway coupling, as used in America. Lent by F. J. S. Hopwood, Esq., C.B., C.M.G.
Model of travelling steam crane. Lent by Messrs. Joseph Booth & Bros.
"Boneshaker" bicycle (1869). Lent by Killingworth Hedges, Esq.
Original "assistant cylinder" for engine slide valves. Presented by David Joy, Esq.
Early Gramme alternating current dynamo. Purchased.
Model of double-blast steam thrashing machine. Purchased.
Series of models illustrating boiler explosions. Presented by E. B. Marten, Esq.
Six models of road and railway bridges. Presented by the Council of University College, Sheffield.
Early weight-driven roasting jack. Presented by A. S. D. Arundel, Esq.
Early type-founding appliances. Presented by T. Bolas, Esq.
Sectional model of modern blast furnace. Made to order.
Sectional model of a power-station hydraulic accumulator. Made in the Museum Workshop.

The number of models in the Southern Galleries now shown in motion or arranged for being worked by the public is 148, representing an increase of 21 in the number so arranged during the year; of the total number now in motion, 67 relate to Marine Engineering.

In the workshop attached to the Machinery and Naval Divisions, beside the regular work of repairing the models and adapting them for exhibition, a sectional model has been made of a modern hydraulic accumulator with the trip gear, &c., used when pumping is done by gas engines; also a working model of a swinging conveyor; and a transverse sectional model of a turret-decked cargo vessel, built on the "Bell-Rockliffe" system of joggled plating, showing in detail the complete system of construction.

In addition to several drawings and diagrams, 196 descriptive labels have been prepared for printing, and the work of photographing the more important objects in the collection has been continued, 176 objects having been photographed during the year.

To save the time of visitors who already possess a considerable knowledge of the collection, recent acquisitions are now indicated by red labels attached to the cases containing them.

9. *Naval and Marine Engineering Division.*—Mr. W. I. Last reports as follows:—

During the year 1900 this collection has been increased by the addition of 34 models and 75 drawings, etc. Of these acquisitions, the following are the more important:—

An extensive series of models and drawings of marine engines, buil between the years 1818 and 1891 by Messrs Maudslay, Sons & Field Purchased.
Whole model of shallow draught river steamer "Inez Clarke" (1879). Presented by Messrs. Yarrow & Co.
Whole model of torpedo boat destroyer "Sokol" (1895). Presented by Messrs. Yarrow & Co.
Whole model of P.S. "Comet" (1812). Presented by the Committee of the McLean Museum, Greenock.
Rigged model of privateer brig "Fair American." Lent by Frank Short, Esq.
Whole model of an early Dutch yacht. Lent by S. T. G. Evans, Esq.
Two rigged models of frigates (1750). Lent by S. Girling, Esq.
Whole model of gondola. Purchased.
Transverse sectional model of a turret-decked steamship constructed on the "Bell Rockliffe" system. Made in the Museum Workshop from drawings supplied by Messrs. W. Doxford & Sons.

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Five models of ships, which were on loan to the Museum have been withdrawn by the owners for exhibition in Paris and Glasgow. The marine engine models of the Maudslay Collection, purchased in May last, have been interpolated in the series of engineering models in this division, to which they form a most important addition, and one that fills several gaps that had previously existed.

The Buckland Fish Collection was temporarily removed in the spring to provide accommodation for the work of the staff in connection with the Annual Art Examinations. The collection was reinstated in July, and in doing this the series of models of fishing boats connected with it was overhauled and re-arranged.

10. *Collections for Scientific Instruction and Research.*—Mr. S. Wood, B.Sc., the Keeper, reports as follows:—

The number of visitors to the Western Galleries during the year 1900 was87,356, of whom 5,031 received special facilities for the examination of models and apparatus. The number of Classes attending with their teachers was 242, an increase of 16 on the previous year.

The chief additions to the collections during the year have been made in the Physics, Physiography and Geology Sections. A valuable loan of astronomical and other instruments, many of which are of historical interest, has been received from the Royal Society; while a valuable bequest of many physical and physiographical instruments was made by the late Dr. Radford, of Sidmouth.

During the year some important pieces of apparatus were sent to the Paris Exhibition to form part of the Collection of Mathematical and Scientific Instruments made in Great Britain. For this collection a *Grand Prix* was awarded by the International Jury.

The loans of apparatus. models and diagroms, to the Professors of the Royal College of Science for lecture purposes and laboratory work numbered 750, an increase of 39 on 1899. The number of sets of apparatus which have been lent for instruction to Science Schools was 57, as compared with 52 in the preceding year.

The withdrawals during the year have been very few.

Particulars concerning the acquisitions, together with comparative statistics relating to visitors and classes, will be found in the Appendix.

11. *Science Library.*—Mr. S. Wood, reports:—

In the course of the year 1900, 7,368 students, 3,763 subscribers and other visitors, and 2,022 school managers and teachers have visited the Library, and 343 persons examined specifications in the Patent Section, forming a total of 13,496 (a daily average of 43), a decrease of 598 upon the number for the preceding year. The building operations in connection with the completion of the Museum, which are in progress immediately outside the Library, have occasioned considerable inconvenience to readers, and probably are largely responsible for this decrease.

In addition to the works issued in the reading-room 2,033 volumes were supplied, on loan for reference, to the Professors and their Assistants in the Royal College of Science.

A List of Additions to the Library from May, 1899, to May, 1900, was printed in September, while during the year 1,603 Catalogue Titles have been prepared, 993 books sent on approval by booksellers have been examined, and 840 books bound.

The Library suffers considerably from the lack of various very important sets of Journals and Transactions which are still retained at the Museum of Practical Geology, Jermyn Street.

Arrangements are being made for a re-classification of the books in the Science Library, with a view to rendering its resources more accessible to readers.

A comparative return, showing the number of readers during the last five years, is given, together with other statistics, and short lists of the more important acquisitions during 1900 in the Appendix, Vol. III.

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12. *Heating, Lighting, &c.*— Major-General Festing, has prepared the following abstract of the records for the year of the temperature in certain parts of the Museum and out of doors :—

	Diurnal Variation.		Temperature.		
	Max.	Mean.	Min.	Mean.	Max.
	°	°	°	°	°
Jones Bequest Gallery	10	3·4	44	60·3	83
New Sheepshanks Gallery	8	2·8	52	63	85
Raphael Gallery	11	3·1	51	62·8	84
Western Galleries (Centre Room, W.)	11	4·3	45	60·4	84
Italian Court (Centre)	8	3·0	51	62·3	79
Lord Presidents' Court (East)	7	2·8	51	61·6	79
South-east Court	16	2·1	42	64·2	78
On the Screen (out of doors)	29	10·5	24	52·7	92

During the seven months when the Museum was artificially heated the mean temperature of the interior was 59·4, that of the open air was 45·8. The expenditure on coke for heating the whole of the buildings, including the Royal Colleges and the offices, was £1,612. The coke used in heating the Bethnal Green Museum cost £68.

During the year electric lighting was substituted for gas in the Keramic Gallery, and a commencement was made of lighting by electricity some of the cloisters which hitherto have not been lighted at all. The completion of this work had, however, to be postponed on account of the great alterations made in the Royal College of Art, which necessitated re-arrangement of the lights there as well as an installation of electric light in the modelling and technical class rooms in the temporary buildings in Queen's Gate. When this work has been completed the work in the Art Museum will again be taken in hand, and it is hoped that the whole will be completed by the end of the summer.

The cost of the electric current in the whole of the buildings was £2,363, and that of gas £1,875.

The electric current for lighting the Bethnal Green Museum is still generated on the premises; the working expenses for the year amounted to £535.

13. *Circulation.*—Mr. W. W. Watts, F.S.A., the Keeper in charge, reports that the work of this Division, while steadily increasing, tends to divide itself into two main branches; there is the work in connection with provincial Museums, and that connected with Schools of Art. While in the former instance the loans contributed by the Board are to some extent of a general character to appeal to the artistic instinct of all classes, the loans to the latter are very definite, and have a direct bearing on the art teaching of the country. But it is satisfactory to note that there is an increased tendency on the part of the curators of

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provincial Museums to co-operate with the masters of Schools of Art and other educational institutions, and to invite their suggestions as to the class of objects most likely to benefit the student and the designer. And both curators and masters continue to avail themselves of every opportunity of visiting this division of the Museum, so as to confer with the officials and learn to what extent the Board is able to support their efforts in their respective localities; the number of visits last year was 180, as compared with 159 in the previous year.

The following Museums have been added to the list of those receiving a collection of works of art annually:—Altrincham, Bath, Buxton, Cheltenham, Dundee (Dudhope Park), Exeter, Kendal, and Rugby; the collection at Aberdeen was removed and the fresh collection was, at the committee's request, sent for six months only. The number of provincial Museums now receiving a collection on loan annually is 78, compared with 71 in the previous year.

The greater number of Museums prefer a collection which illustrates the principles of design applied to all kinds of material; on the other hand, a few museums have preferred a special collection to show the history and development of a particular industry. The wishes of the committees of these Museums were met as far as the collections here would allow, but the paucity of the collections here has prevented as full a compliance with their requests as could be desired. However, as the number of Museums has increased, the number of original objects lent to each has been slightly diminished, and reproductions have been utilised to a greater extent than heretofore. A beginning has been made with the preparation of explanatory and descriptive labels, and where possible this branch of the work is being developed.

The Historical Collections of Water-colour Paintings were exhibited at Brighton, Camberwell, Dundee, Exeter, Glasgow, Keswick, Newport, Oldham, Rotherham, Sheffield, Walsall, Warrington, and Great Yarmouth.

The Collection of Embroideries was exhibited at Ipswich and Reading. The Collection of Water-colour Paintings of Pompeii was exhibited at Birmingham, Camberwell, Derby, and Dundee. A brief historical note has been written on the subject, and is sent for the information of the local authorities.

A selection of the works which gained awards in the National Art Competition was exhibited at Bradford, Cardiff, Cork, and Dundee. Three temporary exhibitions were aided by loans from this Museum, at Aberdeen, Brighton, and St. Helens. The details of the loans to provincial Museums and temporary Exhibitions are given in the Appendix, Vol. III.

The desire on the part of Schools of Art to avail themselves of the opportunities offered them has been more than maintained, and in order to meet the increased demands the work of obtaining duplicate examples and reproductions has been continued: casts have been made of suitable pieces of wood carving; drawings have been made of stained glass, decorative

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tiles, and fine examples of embroidery; the collection of electrotypes has been added to; and reproductions have been purchased of works by Albert Moore and Sir E. Burne-Jones, Bart. Additions have been made to the collection of lantern slides. A considerable number of new and important works have been added to the Library, and that these efforts have been appreciated is shown by the fact that the number of volumes issued this year shows an increase of 179, and the total number of objects, drawings, and books shows an increase of 1,708 on the previous year. Details of the loans to Schools of Art will be found in the Appendix, Vol. III.

A new departure has been made in consequence of the decision to allow County Councils and Urban District Councils to borrow photographs, casts, etc., for the village classes under their control, the central body in each case being responsible for the distribution and safe return of the objects lent.

The number of Science Schools, etc., receiving loans of scientific apparatus was 36, details of which are given in the Appendix, Vol. III.

The total number of works of art on loan at Museums, Exhibitions, Schools of Art, and Art Classes during the year was 45,964, an increase of 1,912 on the previous year.

The total number of scientific objects lent to Science Schools and Classes during the year was 2,473, as against 2,670 in the previous year.

To meet the increasing demands made upon the Circulation Division, the number of examples available for loan to provincial Museums and Schools will have to be increased *pari passu*.

Applications were received from 17 provincial museums for aid towards the purchase of reproductions and original works of art; a return in the Appendix, Vol. III., showing the transactions that have been completed.

2. The Museum of Practical Geology, Jermyn Street.

From the Report of the Director of this Museum it appears that several improvements have been introduced during the year. Among the recent additions have been some coloured sections illustrating the occurrence of certain minerals of economic importance in the British Colonies; some large coloured sections of the coal-measures in parts of Britain; several maps shewing the distribution of certain useful minerals in this country; a set of statistical tables of British mineral products, and a collection of photographs of geological interest.

The Curator of the Museum reports that the number of visitors during the year was 56,464: viz., 36,292 in the week-day mornings, 11,861 on Monday and Saturday evenings, and 8,311 on Sundays. Furthur details will be found in the Report of the Director in the Appendix, Vol. III.

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3. The Edinburgh Museum of Science and Art.

Major-General Sir Robert Murdoch Smith, who had been Director of the Museum since 1885, died on the 3rd of July, 1900, and was succeeded as Director by Mr. F. Grant Ogilvie. The following paragraphs are taken from the Director's Report, which will be found in full in the Appendix, Vol. III. :—

During the year the reconstruction of the cases in the Machinery Hall has been completed, and the collections have been replaced and are again on exhibition. The cases in the Chemical Gallery are now being similarly reconstructed in preparation for a re-arrangement of the specimens there and for the introduction of new collections. The re-arrangement of the Ethnographical Collection referred to in the Report for last year is still in progress. Its completion has been somewhat delayed by the necessity of providing specially designed cases for the accommodation of the important collection presented to the Museum by Sir William Ramsay Fairfax, Bart. Among the other donations the Director specially mentions :—

Antiquities from Abydos. From the Committee of the Egypt Exploration Fund.

Eighteen framed Engravings by distinguished engravers of the 18th and early 19th centuries ; eight specimens of Oriental Porcelain, two pieces of embroidery, a wine glass, and a double sword. From Miss Struthers, Leith.

Krises, native coins, etc., from Siamese Malay States. From Mr. Nelson Annandale, Edinburgh.

Woodcarving, old French or Flemish. From Sir Thomas D. Gibson-Carmichael, Bart., Castlecraig.

Macfarlane's Circulating Cylinder. From Mr. William Forgan, Edinburgh.

Five Ndodo sticks and one spear from Nyasaland. From Mrs. H. G. Scott, Domasi, Nyasaland.

Among the principal purchases were the following :—

Two very fine Arab Mosque lamps and nineteen tiles (Samarkand, Turkish, and Damascus), part of the collection formed by the late Major W. J. Myers, and exhibited at the South Kensington Museum.

Reproductions made by Signor Sabatino di Angelis, Naples, of five silver cups and bowls found at Herculaneum.

A Persian mirror-case, carved, painted, and inscribed.

A Persian dagger and sheath.

Two Persian pen-cases (Kalemdān).

A Rhodian plate.

The Illustrated Catalogue of the Spitzer Collection, in six volumes, on Japanese paper.

Additions to the Ethnographical Collection of important specimens from the Islands of Saghalien, New Guinea, and New Zealand, and from West Africa.

The Geological Survey work has included the writing of more than 600 labels for fossils and rock specimens exhibited in the Museum. Much time has been given to the revision of the information left by Dr. Heddle regarding the Scottish Mineral Collection, and to the preparation of descriptive labels, of which 1,035 have been printed in the Museum. The usefulness of the

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descriptions has been increased in very many cases by the addition of drawings representing the natural forms of actual crystals exhibited, the individual crystals thus referred to being indicated by pointers attached to the specimens. A special collection of rock specimens illustrative of the geology of Arthur's Seat has been commenced. During the winter months fortnightly demonstrations on sections of the Geological Collections were given, and were well attended.

The additions to the Library by donation and purchase amounted to 526 volumes, besides pamphlets. The Patent Library has received the publications of H.M. Patent Office as issued, as well as the Specifications of United States Patents. A considerable number of maps of the Ordnance Survey of England and Scotland, on the 1-inch scale, have been received from the Director-General of the Ordnance Survey. There has been an increase during the past year in the number of readers by whom the several departments of the Library have been consulted.

The year just concluded has witnessed many fresh improvements in the Natural History Collections. The wall-cases in the top gallery of the great Natural History Hall, containing the series of Fossil Fishes, have been rebuilt and rendered dust tight, and the complete re-arrangement of the collection has commenced. The set of special drawers for the reserve collection of Bird-skins has been completed, and cases for an exhibited collection of British Insects have also been got ready, so as to supply a long-felt deficiency in the Hall for British Zoology. In the Zoological Type Collection interesting sets of specimens to illustrate the colours of the feathers of birds, as well as the phenomena of metamorphosis, protective resemblance and mimicry in insects have been prepared and exhibited. Progress has also been made with the re-arrangement of the general collection of Lepidoptera. The re-labelling of the general collection of the shells of Mollusca is now nearly complete, while the collection of British Shells has been entirely re-arranged and exhibited on an improved principle. Some purchases of importance have been made, including many interesting mammals for the Mammalian Collection and the Lennon Collection of British Coleoptera, containing 23,280 specimens, for the Entomological Department. Among the purchases may also be mentioned many interesting fossil fish-remains from the North of Scotland and from Germany, as well as a number of spirit preparations illustrative of Comparative Anatomy. Important donations of Birds and Fossil Fishes have also been made.

The number of visitors to the Museum during the year was 322,582.

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VI.—THE GEOLOGICAL SURVEY OF THE UNITED KINGDOM.

England and Wales.—The Director-General, in his Report, states that progress has been made with the re-surveys of the important coal-fields of South Wales and North Staffordshire, and with those of the mineral districts of Cornwall and Devon. Elsewhere the re-survey for Drift has been carried on in parts of Oxfordshire Buckinghamshire, Berkshire, Wiltshire, Dorsetshire, and Sussex. In these areas, as well as in the mineral districts, the careful mapping of the Drift deposits is of the utmost importance in the Sanitary questions which are frequently brought before the Survey by the officers of the Local Government Board, by Rural District Councils, and by Engineers. One hundred and ninety-three MS. copies of the geological six-inch sheets and quarter-sheets were deposited in the office.

Four sheets of the new series one-inch maps were published, Nos. 187 (Huntingdon), 203 (Bedford), 231 (Merthyr Tydfil), and 316 (Havant). Additions were made to No. 232 (Abergavenny) previously published. The question of colour-printing the one-inch maps has been fully considered, and a scheme has been prepared for carrying out the work. One sheet of Vertical Sections to illustrate the succession of coal-seams in the South Wales coal-field was also issued. Four Memoirs were published: (1) Summary of Progress of the Geological Survey for 1899; (2) The Cretaceous Rocks of Britain, Vol. 1; (3) The Geology of the South Wales Coal-field, Part 2, the Country around Abergavenny; and (4) The Geology of the Country between Atherstone and Charnwood Forest.

A Catalogue of the type and figured specimens of Devonian fossils preserved in the Museum has been prepared in the Palæontological Department. Numerous microscopic slides of rock-specimens have been made and reported on, and many analyses of rocks have been made in the Petrographical Department.

Scotland.—The field work has been carried on in Caithness, Aberdeenshire, Inverness-shire, Ross-shire, Perthshire, Dumbartonshire, and Argyllshire. The surveys of the islands of Arran and Jura were completed, and progress was made in the island of Skye. Numerous rock-specimens and fossils were collected, notably some of Rhætic, Liassic and Cretaceous ages from a remarkable volcanic vent in Arran. One sheet of the one-inch map, No. 27 (parts of Islay, Jura, and Colonsay), has been published. One Memoir also has been issued: The Geology of Central and Western Fife and Kinross.

Ireland.—Field-work was carried on in Kilkenny, Wicklow, and Wexford, where the Silurian rocks needed revision.

New editions of eight one-inch maps were issued: Nos. 37, 38, 47, 50, 57, 80, 88, 90.

MS. copies of seven six-inch geological sheets were deposited in the office.

Many microscopic sections of rock-specimens were made and reported upon, and numerous fossils were collected in the field-areas which were re-surveyed.

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VII.—THE COMMITTEE ON SOLAR PHYSICS.

This Committee, of which Sir G. G. Stokes, Bart., F.R.S., is the Chairman, report that they continue their work on the following lines: Committee on Solar Physics.

(*a.*) The organisation of similar observations of the sun at various parts of the earth's surface. Sun observations.

(*b.*) The organisation of a system of daily photographs at various observatories, including Greenwich, on a larger scale than that hitherto attempted Photographs.

(*c.*) The collection and discussion of the earliest observations of solar spots since the employment of photography. Early observations of Solar spots.

(*d.*) The introduction of actinometric observations at great heights, and the discussion of the best means both of making and recording such observations. Actinometric observations.

(*e.*) The spectroscopic observations of solar spots with reference to the chief lines widened in each. Spectroscopic observations.

(*f.*) Discussion of the observations of sun-spot spectra, with reference to the changes of temperature in each spot which has been observed several times. Special photographs of long and short lines are being taken for this work. Observations of sun-spot spectra with reference to temperature.

(*g.*) Laboratory experiments in connexion with the observations made on the sun since the introduction of the new method. Laboratory experiments.

(*h.*) Discussion of photographic reductions of solar spots with reference to proper motions. Photographic reductions of solar spots.

(*i.*) The study of the Indian photographs of the sun on a large scale, with reference to the motions in spots and the general surface of the sun. Study of Indian photographs of sun.

(*k.*) The organisation of eclipse observations and the discussion of the records obtained by them. Eclipse observations.

(*l.*) Observations and photographs of the spectra of meteorites at various temperatures. Spectra of meteorites.

(*m.*) Comparison of the spectra of meteorites, singly and composite, with the solar spectrum, with the view of investigating the possible meteoritic origin of the sun, as well as of all other celestial bodies. Comparison of the spectra of meteorites.

(*n.*) Observations and photographs of the spectra of the various orders of celestial bodies, with a view of determining the true place of the sun amongst them. The sun's place amongst the stars.

(*o.*) Comparison photographs of sun and arc-spectra, from ultra-violet to infra-red. Photographs of sun and arc spectra.

(*p.*) New large scale maps of arc-spectra, Rowland's photographic map of the solar spectrum being taken as the standard. A new series of photographs has been taken in which the various substances were volatilised between silver poles, in order to facilitate the elimination of lines due to impurities. The adoption of this method has led to the discovery of a large number of lines not previously recorded. Maps of arc spectra.

(*q.*) New maps of the spectra of iron, calcium, and other metals of the iron and calcium groups, from photographic comparisons. Maps of the spectra of iron, calcium, &c.

(*r.*) Photographs of the spectra of stars, with special reference to those about the same mean temperature as the sun. Photographs of spectra of stars.

(*s.*) Photographs of the spectra of variable and new stars.

(*t.*) Photographs of sun-spot spectra.

(*u.*) Twin photographs of the sun in light of two wave-lengths.

(*v.*) Experiments on the gases obtained from minerals, and the discussion of their spectra in connection with the spectra of the sun and other celestial bodies. Experiments on gases obtained from minerals.

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Carbon spectra. (*w.*) Observations and photographs of the spectra of different compounds of carbon, with the view of determining the true nature of the carbon which is known to exist in the sun's atmosphere.

Low temperature spectra. (*x.*) Observations of spectra which are visible at low temperatures, and comparisons of the same with the spectra of certain celestial bodies.

Sun-spot spectra, &c. (*y.*) Discussion of sun-spot spectra in relation to the latitude of the spots.

Meteorological Observations &c. (*z.*) Discussion of meteorological observations in relation to the observations of sun-spots and their spectra.

Photographs of metallic and solar spectra. (A.) Photographs of metallic and solar spectra with a Rowland grating, to investigate the want of absolute coincidence between certain solar and metallic lines, and to revise the existing maps and tables of the lines belonging to the more important metals.

Photographic study of spectra of metals. (B.) Photographic study of the spectra of metals at the highest possible temperatures attainable in laboratory experiments, and comparisons of the results with the spectra of the hottest stars and of the solar chromosphere photographed during recent eclipses.

Establishment of Solar Physics Observatory. The present establishment of the Solar Physics Observatory, South Kensington, is as follows :—

Director—Sir J. Norman Lockyer, K.C.B., F.R.S.

Assistant—Dr. W. J. S. Lockyer, M.A., F.R.A.S.

Computers—F. E. Baxandall, A.R.C.S. ; W. Shackleton, A.R.C.S F.R.A.S. ; C. P. Butler, A.R.C.S.

An arrangement has been approved by the Treasury by which Mr. Fowler, F.R.A.S., the Demonstrator of Astronomical Physics in the Royal College of Science, assists in night observations.

The position of the Observatory is :—

Lat. 51° 29′ 47″ ·98 N.
Long. 0° 10′ 23″ ·09 W. (41s. ·5).

Daily Photographs of the Sun, taken abroad. In addition to the routine solar work done in the Solar Physics Observatory, in accordance with the scheme approved by the Solar Physics Committee, daily photographs of the sun are taken at the Dehra Dûn Observatory, Trigonometrical Branch Survey of India, of which Mr. J. Eccles, M.A., Deputy Superintendent Survey of India, is in charge, and at the Royal Alfred Observatory, Mauritius, under the direction of Dr. Meldrum, F.R.S. Daily observations of the widened lines in sunspot spectra are also being made at the Maharajah Takhtasingji Observatory Poona, India, under the direction of Professor W. D. Naegamvala.

The positions of these observatories are as follows :—

Dehra Dûn, lat. 30° 19′ 29″ N. ; long. 5h. 12m. 22s. ·8.
Mauritius, lat. 20° 5′ 39″ S. ; long. 3h. 50m. 12s. ·5 E.
Poona, lat. 18° 28′ ; long. 4h. 59m. 8s. E.

Report to Solar Physics Committee. Professor Sir Norman Lockyer's report to the Committee for the period January 1st to September 30th, 1900, appears in the Appendix, Vol. III. Particulars of the instrumental equipment of the Observatory, and a plan showing the present distribution of the larger instruments are given at page 471 of the Forty-fourth Report of the Department of Science and Art.

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VIII.—EXPENDITURE.

The expenditure of the Board of Education during the financial year 1900–01 amounted to £9,504,429, which was made up as follows:—

	£
Cost of Administration	133,680
„ Inspection and Examination of Schools	251,564
Annual Grants to Elementary Day Schools	5,000,618
Fee Grants „ „ „	2,330,228
Annual Grants to Evening Continuation Schools	195,313
„ „ Schools for Blind and Deaf Children	20,581
Grants to School Boards (in relief of Local Taxation)	219,944
Aid Grants to Voluntary Elementary Schools	624,223
Annual Grants to Training Colleges	213,623
„ „ Science and Art Schools and Classes	303,095
Pensions to Teachers	49,299
Organization of Districts, &c. (under E. E. Act, 1870)	656
Royal College of Science	21,419
Royal College of Art	10,480
Victoria and Albert Museum, and Circulation	59,430
Geological Museum	3,691
Edinburgh Museum of Science and Art	12,527
Geological Survey	17,106
Works and Furniture	31,978
Grants in aid to Solar Physics Committee	1,000
„ „ of Purchases for Local Museums	1,000
„ „ „ Technical Instruction, Ireland	3,044
	£9,504,429

IX.—CONTENTS OF APPENDICES.

The Appendix, Vol. II. of the Report, contains:—

1. The Reports of His Majesty's Inspectors on Elementary Schools, Training Colleges, and Secondary Schools (Science and Art).
2. Extracts from the Reports of the Examiners upon the Science and Art Examinations, 1900.

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3. Statistical Tables, &c., relating to Schools under the Elementary Education Acts.
4. Statistical Tables, &c., relating to Training Colleges.
5. Statistical Tables, &c., relating to Secondary Schools (Science and Art).

The Appendix, Vol. III. of the Report, contains :—

1. The Report on the Royal College of Science for 1900.
2. The Report on the Royal College of Art, for 1900.
3. The Report of the Director General of the Geological Survey, and the Museum of Practical Geology.
4. The Report of the Director of the Edinburgh Museum of Science and Art.
5. The Report to the Solar Physics Committee.
6. Returns from the Victoria and Albert Museum.
7. The Code, 1901.
8. Specimen Schemes of Instruction adapted to the requirements of the Code, 1901.
9. Specimen Courses of Object Lessons on Common Things.
10. The Revised Instructions applicable to the Code.
11. Regulations for Evening Schools and Classes.
12. The Directory, 1901.
13. The Syllabuses of the Certificate Examination, 1901.
14. The Regulations for the King's Scholarship Examination, 1901.
15. The Elementary Education Act, 1900.
16. The Elementary School Teachers (Superannuation) Acts (Isle of Man and Jersey), 1900.
17. Draft Orders in Council, 1901.
18. Revised Regulations as to Certificates of Age, Proficiency, and School Attendance (21st March, 1901).
19. The Circulars, Lists, etc., issued by the Board of Education during the course of the Year.

DEVONSHIRE,
President.

JOHN E. GORST,
Vice-President of the Committee of Council on Education.

G. W. KEKEWICH, *Secretary.*

Board of Education,
17th August, 1901.

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BOARD OF EDUCATION.

REPORT

OF THE

BOARD OF EDUCATION

1900—1901.

Vol. II.—Appendix to Report.
(Reports and Statistics).

Presented to Parliament by Command of His Majesty.

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VOL. II.

APPENDIX TO REPORT (REPORTS AND STATISTICS).

CONTENTS.

PART I.—REPORTS.

A.—REPORTS OF HIS MAJESTY'S INSPECTORS

DIVISION I.—ELEMENTARY SCHOOLS.

Page

1. W. E. Currey, Esq. (the Eastern Division) - - - - - - 2
2. J. G. Fitzmaurice, Esq. (the North-Central Division) - - - 33
3. A. G. Legard, Esq. (the Welsh Division) - - - - - - - 62
4. W. P. Turnbull, Esq. (the North-Eastern Division) - - - - 96
5. J. A. Willis, Esq. (the South-Western Division) - - - - 128

T. King, Esq., on Schools for the Blind and Deaf - - - - 156

Miss Hyacinthe M. Deane, on the Teaching of Cookery and Laundry Work - - - - - - - - - - - - - - 174

DIVISION II.—TRAINING COLLEGES.

1. A. Rankine, Esq., on Training Colleges for Schoolmasters and Schoolmistresses - - - - - - - - - - - - 185
2. The Hon. Mrs. Colborne (Directress of Needlework) on Needlework in the Training Colleges for Schoolmistresses - - - - - 222
3. The late Sir John Stainer (Inspector of Music) on Music in Training Colleges for Schoolmasters and Schoolmistresses - - - - - 230

DIVISION III.—SECONDARY SCHOOLS AND CLASSES.

1. C. A. Buckmaster, Esq. (the Central and Western Divisions) - - 248
2. H. H. Hoffert, Esq. (the Southern and Eastern Divisions) - - 265
3. F. Pullinger, Esq. (the Northern Division) - - - - - - 281
4. S. J. Cartlidge, Esq., on Art Instruction - - - - - - - 296

B.—REPORTS ON THE EXAMINATIONS IN SCIENCE AND ART.

1. Reports on the Examinations in Science - - - - - - - 306
2. Reports on the Examinations in Science in Training Colleges - - 335
3. Reports on the Examinations in Art - - - - - - - - - 344
4. Reports on the National Art Competition - - - - - - - 346

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PART II. STATISTICAL TABLES.

A.—SCHOOLS UNDER THE ELEMENTARY EDUCATION ACTS.

I.—EXPENDITURE FROM GRANTS ON ELEMENTARY EDUCATION, 1839-1900.

Table.		Page.
1.	Classified according to Object of Grant (1900)	354
2.	" " Denomination of Recipients (1839–1900)	354
3.	Day School "Annual Grants" (1899–1900)	355
4.	Evening " " "	356

II.—NUMBER OF PUBLIC ELEMENTARY SCHOOLS ON THE ANNUAL GRANT LIST ON THE 31st AUGUST 1900.

5.	General Summary—Number of Schools, Accommodation, Number of Scholars, and Average Attendance	358
6.	Particulars arranged under Administrative Counties and County Boroughs	360
7.	Number of Scholars compared with population of School Age	368

III.—DETAILED STATISTICS OF INSPECTED SCHOOLS (1899-1900.)

A.—Arranged under Administrative Counties and County Boroughs.

1. PUBLIC ELEMENTARY SCHOOLS.

8.	General Summary	370
9.	Number of Schools, Number of Scholars, Average Attendance and some of the Subjects of Instruction	372
10.	Number of Teachers, Grants to Pupil Teachers and to Small Places, Savings Banks, Libraries, and Average Cost of Maintenance per Scholar	380
11.	Number of Children in Schools for Older Scholars in the different Standards	384
12.	Percentage of Average Attendance to the Numbers on the Registers	392
13.	Some Particulars of Income and Expenditure, and Average Annual Grant per Scholar, in Voluntary and Board Schools	400
14.	Some Particulars of Income and Expenditure, and Average Annual Grant per Scholar, in Voluntary Schools connected with the several Denominations	408

2. EVENING CONTINUATION SCHOOLS.

15.	Number of Schools, Number of Scholars, and some of the Subjects of Instruction	410

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B.—*Arranged under Denominations.*

1. PUBLIC ELEMENTARY SCHOOLS.

Table.		Page.
16.	General Summary	418
17.	Departments, Scholars, Attendances—School for Older Scholars	420
18.	„ „ „ Infant Schools and Classes	421
19.	Annual Grants, Summary of Amounts earned—Schools for Older Scholars (Articles 101 (*a*)-(*l*))	422
20.	„ „ „ Infant Schools and Classes (Articles 98 (*a*)-(*d*)	423
21.	„ „ „ Special Grants common to all Day Schools (Articles 102, 104, and 105)	424
22.	„ Amount paid—Average Rate per Scholar	424
23.	„ Analysis of Grants under Articles 101 (*a*) and (*b*)	425
24.	„ „ „ „ 101 (*c*) and (*d*)	426
25.	„ „ „ „ 101 (*e*)	427
26-7.	„ „ „ „ 101 (*f*)-(*l*)	428
28.	„ „ „ „ 98 (*a*)	433
29.	„ „ „ „ 98 (*b*), (*c*) and (*d*)	434
30.	„ „ „ „ 101*, 102, 104. and 105	435
31.	School Fees—Free and Fee-paying Scholars	436
32.	Income and Expenditure—Day and Evening Schools	437
33.	Teachers—Certificated, Assistant, and Additional	438
34.	„ Pupil-teachers, Candidates, and Probationers	439
35.	„ Average Salaries of Certificated Teachers	440
36.	„ Salaries of „ „	441

2. EVENING CONTINUATION SCHOOLS.

37.	Number of Schools, Average Attendance, Grants	442
38.	Scholars on the Registers	443
39.	Number of meetings : Fees	444
40.	Teachers	445
41.	Annual Grants, Summary of	446
42.	„ Analysis of	447
43-44.	Subjects of Instruction	448

3. CERTIFIED EFFICIENT SCHOOLS.

45.	Number of Schools, Accommodation, Average Attendance, Number of Scholars present at Inspection : Teachers	450
46.	Scholars on the Registers	451

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IV.—SUMMARY TABLES OF EDUCATIONAL STATISTICS.

Table.		Page
47.	Result of Work of years 1899 and 1900 compared	454
48.	Comparison of the last 10 years with 1870 and 1876	456
49.	(*With Curve Diagram*) Number of Children in Average Attendance 1870–1900	458
50	Grants under Article 101 of the Code—1891–1900	460
51.	„ „ „ 98 „ „	464
52.	Specific Subjects—1872–1900	466
53.	Class Subjects—1884–1900	468
54.	Cookery, Laundry Work, Dairy Work, Cottage Gardening, and Manual Instruction 1876–1900	469
55.	(*With Curve Diagram*) Teachers (men and women)—1870–1900	470
56.	(„) „ (boys and girls)—1870-1900	472
57.	(„) Average Annual Grant per Scholar—1870-1900	474
58.	(„) Income per Scholar from rates and voluntary contributions—1870-1900	476
59.	(„) Income per Scholar from rates, voluntary contributions, and endowments—1870-1900	478
69.	(„) Expenditure per Scholar—1870-1900	480
61.	Expenditure, Annual Grant, Fees, Contributions and Rates—per Scholar—1870–1900	482
62.	Voluntary Contributions and Rates—1870-1900	483
63.	Income of Schools (Day and Evening)—1894–1900	484
64.	Expenditure „ („)— „	492

V.—SCHOOL BOARDS.

65.	Number of School Boards under various Heads of Population	500

VI.—SCHOOLS FOR THE BLIND.

66.	Schools and Accommodation	506
67.	Scholars	506
68.	Grants	506
69.	Results of the work of the past year compared with that of the previous year	507

VII.—SCHOOLS FOR THE DEAF.

70.	Schools and Accommodation	509
71.	Scholars	509
72.	Grants	509
73.	Results of the work of the past year compared with that of the previous year	510

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B.—TRAINING COLLEGES.

Page.

List of Training Colleges under inspection - - - - 514

Table. TABLES.

1. Summary Showing Original Cost of Buildings towards which Grants were made by the Committee of Council on Education; Expenditure in 1899-1900; and Number of Students in 1900-1901 - - - - - - - - - - 517

2. Table showing Number of Officers, Students, &c. - - 518

2A. Table showing Number of Students in Day Training Colleges and of Day Students in Residential Training Colleges in October 1900 - - - - - - - 520

3. Table showing the Income and Expenditure of Training Colleges for 1899-1900 - - - - - - - - - 522

4. Table showing the Average Cost per Student at each Training College in 1899-1900 - - - - - - - 526

4A. Table showing the Income and Expenditure of Day Training Colleges in 1899-1900 - - - - - - - - - 528

5, 5A. Summary of Results of Examinations of Candidates for Admission, and of Students, 1900 - - - - - - 530

5B. Table showing the Number of Students who offered an approved University Examination instead of Part II. of the Syllabus - - - - - - - - - - - 533

6, 6A, 6B. Results of Examination of Students, Midsummer 1900 535

7, 7A. Results of Examination of Students in Day Training Colleges, Midsummer 1900 - - - - - - - 550

8. Table showing the Number of Students Examined, and the Payments on Results for Science and Art, 1900 - - - 554

9, 9A, 9B. General Statistics of Examinations in Science - - - 556

10, 10A. 10B. General Statistics of Examinations in Drawing - - - 559

Digitized by Google

C.—SECONDARY SCHOOLS AND CLASSES (SCIENCE AND ART).

Table.		Page.
1.	List of Schools and Classes (Science and Art) showing the Number of Students under Instruction, and the Grants made by the Board in the Session 1899-1900	564
2.	Table showing the Number of Students under Instruction and the Grants made, in Schools of Science in 1899-1900	632
3.	Table showing the Number of Students under Instruction and the Grants made, in Schools of Art in 1899-1900	638
4.	Table showing the Amounts paid to County Organizations recognised as responsible for Science and Art Instruction	644
5.	Table showing Total Amount of Aid to Instruction for the Session 1899-1900	646
6.	Table showing Total Number of Persons under Instruction from 1891 to 1900	647
7.	Table showing the Number of Students under Instruction in Science and Art, and the Grants made from 1891 to 1900	648
8.	Tables showing Results of Examinations in Science in 1899 and 1900:	
	A.—General Statistics	649
	B.—Successes and Failures in each Stage of each Subject	651
	C.—Percentages of Successes and Failures in each Stage of each Subject	655
9.	Tables showing Results of Examinations in Art in 1899 and 1900:	
	A.—General Statistics	657
	B.—Successes and Failures in each Subject	658
	C.—Percentages of Successes and Failures in each subject	660
10.	Table showing Results of Examinations in Science and Art in the Colonies and Dependencies	662
11.	Table showing Amount of Aid towards provision of Apparatus and Fittings (Ireland)	663
12.	Table showing Schools taking Examinations for Certificates only, 1900	664
13.	Table of Local Scholarships and Exhibitions for the year 1899-1900	666
14.	Table of Gold Medallists in the National Art Competition 1900	668

Drawing and Manual Instruction in certain Elementary Schools (including Poor Law Schools) not being Public Elementary Schools within the Education Acts: Summary and Tables — 669

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PART I. OF APPENDIX.

A.—INSPECTORS' REPORTS.

DIVISION I.

REPORTS OF H.M. INSPECTORS ON ELEMENTARY SCHOOLS.

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GENERAL REPORT *for the Year* 1900, *by* W. E. CURREY, ESQ., *one of His Majesty's Chief Inspectors of Schools, on the* SCHOOLS *in the* EASTERN DIVISION, *comprising the* COUNTIES OF BEDFORD, CAMBRIDGE, HERTFORD, HUNTINGDON, LINCOLN, NORFOLK, SUFFOLK, *and parts of* ESSEX, NOTTINGHAM, *and* NORTHAMPTON.

MY LORD DUKE,

I have the honour to submit the General Report on the Eastern Division to the Board of Education, for the year ending 31st of August, 1900.

1.—SUPPLY.

Colchester district. Supply, actual and prospective.

The Colchester district assigned to me two years ago is generally well supplied with schools, although extra accommodation has to be provided forthwith at Maldon, Walton-on-the-Naze, and Parkeston. The rapid growth of Colchester and of Clacton-on-Sea will necessitate the provision of further accommodation in the near future, and the Colchester School Board, with commendable forethought, has purchased two sites in the growing neighbourhood before the cost of land has become abnormally high. In the parish of St. James's, Colchester, something has already been done to meet the requirements of a part of the town not hitherto too well supplied with schools.

The Ramsey School Board is erecting a new school to replace the very unsuitable premises which have done duty for so many years in the parish of Ramsey, and the growth of the Parkeston district of this school board calls for further accommodation without delay.

The Harwich School Board has been required to enlarge one of its schools, and by so doing the town is now provided with sufficient school places, although two of the schools are carried on in old and inconvenient buildings.

By the opening of a new board school Burnham-on-Crouch is now provided with educational advantages, which it had long been denied.

New School Boards.

School boards have been ordered for the villages of Cressing, Creeksea, and Kirby-le-Soken, in order to provide accommodation hitherto available in the voluntary schools now closed. Temporary premises have been secured by the Cressing and Kirby-le-Soken School Boards for use until permanent buildings are erected.

General.

The managers of several voluntary schools are to be congratulated on their efforts to make suitable alterations and additions to premises during a period of considerable depression.

The general equipment of the schools in this district is, as a rule, very satisfactory, and the staffing adequate. In this respect the Colchester School Board sets an excellent example to its neighbours, for it spares neither pains nor expenditure necessary for providing an efficient elementary education. The schools of this board are excellent structures, well furnished, and provided with an adequate staff of well-qualified teachers.

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Mr. Oliver :—

"Since my last report new schools have been built at West Deeping, Peterboro', Millfield All Saints, Old Fletton (for which a school board has been formed), and Granground. New schools are being built at Gedney, Thurning, and Walton (for infants). Boston district. New Schools built or building.

"The following schools have been enlarged or substantially improved:—Ancaster, Deeping St. James, Dunsby Fen, Rippingale, Crowland South View Board, Blatherwycke, Great Casterton, Maxey, Cotterstock, Polebrook, Peterboro' St. Mark's Boys', Bottesford, Barley Sheaf, Skirbeck St. Thomas, Boston Middle Class, South Witham, Corby Board, Irnham, Ketton, Spalding St. Norbert's, and West Pinchbeck. Schools enlarged or improved.

"A new school is needed at Chapel Hill (for infants). New school needed.

"The following schools require enlargement or substantial improvements:—Bourn Board, Denton (Hunts), Dowsby, Great Gidding, Lilford, Winwick, Holbeach St. Matthew, Gunby Board, Farcet, Apethorpe, New Fletton, Stamford St. Martin, Peterboro' British Infants, Harston, Newark Hamlet, Eye Infants, Holme, and Morton (Bourne). Schools needing enlargement or improvement.

"I have reason to suspect that there is a serious deficiency of accommodation in the Borough of Peterboro', but I propose to await the returns of the census before dealing with this large and difficult question. Suspected deficiency in the borough of Peterboro'.

"Both school boards and voluntary managers have, as a rule, shown creditable readiness to carry out recommendations of enlargement or improvement to their schools." Readiness of Managers to effect improvements.

Mr. Davies :—

"There has been again an active two years' period in the matter of supply. Lincoln and Newark district.

"In Lincoln a school, ultimately intended to be a second Continuation School, has just been erected to accommodate 430 in the parish of St. Andrew's. Plans are being prepared for a new boys' school at St. Faith's, the old one going to increase the girls' and infants' accommodation. Enlargements have been carried out at St. Botolph's and Miss Cookson's, and are being carried out at Kingsley Street.

"At Bracebridge plans have been approved for the new boys' school so long wanted.

"At Frodingham a very satisfactory addition has been made, providing several class-rooms for girls and infants.

"At Worksop the new Wesleyan Mixed School is now open, and the supply is at present sufficient, though likely soon to need fresh consideration.

"In my colliery district the schools at Cresswell are now open, and more building is being prepared for; at Shirebrook the large additions, making when I last reported, are now quite inadequate, and some 450 places additional are being supplied; at Mansfield Woodhouse a Board will shortly be elected, whose first duty will be to provide a considerable number of places; the Mansfield Board opened a very fine new school in May last, and are providing for a deficiency of accommodation at Pleasley Hill: they will need additional places in Mansfield in the very near future; at Sutton in Ashfield a new school in three departments will be ready directly, but more building will have to follow immediately. At Hucknall Huthwaite the Board are now providing for some 500 places.

"At Beckingham (Notts.), the Board will shortly have a fine school to replace the condemned National School.

"At Nettleham National School the managers are getting on with a new infant school, which will relieve a school lately much overcrowded.

"At Washingborough the old school, in many ways unsatisfactory, will very shortly be replaced by a new school. Schools have been opened in the two years at Burton-by-Lincoln, Laneham, and Egmanton.

"The accommodation question at Gainsborough will probably become acute after next year's census; at Scunthorpe immediate steps are needful to supply additional places for the growing population connected with the iron stone working and iron and steel works."

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Mr. J. Wilson :—

Buildings, etc. Louth district.

"Once again large schools are being erected in Grimsby and Cleethorpes. Nowhere else are they needed, as the population is either stationary or diminishing. The Aid Grant has led to minor improvements in large numbers of the rural schools, such as new furniture, new maps, better ventilation, etc. There are still some buildings which are cheerless and inconvenient."

Mr. Swinburne :—

Beccles district.

"Beautiful new schools have been erected at Felixstowe Ferry, Bawdsey, Bungay, Beccles, Leiston, and Oulton, and improvements steadily continue, too numerous to record here."

Mr. Henderson :—

Ipswich district.

"In Ipswich the new and excellent Higher Grade School premises have been opened, with accommodation for 800, though at present the numbers do not much exceed 500.

"The old premises in Smart Street have been opened as a boys' school, while the lower floor has been utilised for the enlargement of the Manual Instruction Centre.

"The boys from the old Argyle Street School have been transferred thither, and thus enabled the girls' and infants' schools to be considerably enlarged.

"The Wherstead Road Boys' School has also been enlarged, and plans have just been approved for considerable additions to St. Margaret's N. Boys' School.

"The supply of accommodation in Ipswich is, however, but little in excess of the demand, and the liberty enjoyed by the parent, of sending his children where he will, causes somewhat unequal pressure in several quarters.

"It is in the growing districts of Rose Hill and California, on the healthy table land to the East of Ipswich, that the demand for additional accommodation increases most rapidly.

"The recently enlarged California Boys' School is already overcrowded, and the St. John's and Rose Hill Schools are unable to meet the growing demand for more infant accommodation.

Country.

"It would be a truism to point out that the growth of population in the country districts is not rapid, and that rural depopulation is not an idle cry, as far as a good many places are concerned; but still it is a fact that the supply of additional accommodation has been provided, rather in consequence of deferred provision for obvious needs, and the inadequacy of old buildings to modern requirements, than from any material growth of the population. Still a good deal has been done within a period roughly embracing the last two years.

New schools

"New schools have taken the place of old ones at Stutton, Felsham, Aldeby, and Roydon, while at North Lopham the school has been transferred to fresh premises, partially new.

"At Onehouse the Squire, R. J. Pettiward, Esq., has built and opened a new and commodious school, to provide for children who had formerly a long and weary way to trudge.

"Class-rooms have been added or other substantial enlargement made in the following schools :—

Board.	Voluntary.	
Somersham.	Holbrook.	East Harling.
Stratford St. Mary.	Chelmondiston.	Tasburgh.
New Buckenham.	Hintlesham.	Redenhall Boys'.
Attleborough.	Wetherden.	Great Ashfield.
Shelton and Hardwick.	Haughley.	Stowmarket Br.
	Stonham Aspal.	Edwardstone.
	Blo. Norton.	

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"The old building at Semer has been greatly improved, and the school there is now on the annual grant list.

"The school at Chalsworth has been re-opened, but the Roman Catholic School at Stowmarket has been closed, thereby causing a pressure upon the other schools in that town, which will probably lead to a demand for further accommodation.

"I am glad to say that the above lists do not include a considerable number of schools in which improvements in cloak-room and office accommodation have been made."

Mr. Claughton :—

Bury St. Edmunds district.

"School supply in this district resolves itself into the question of improving rather than adding to existing accommodation, and replacing old and unsuitable rooms with new and more convenient buildings.

"A new school may be necessary shortly in Bury St. Edmunds, but this is not owing so much to an increase of population as to the migration of the people towards the railway station.

"Newmarket alone shows a steady increase, and the school accommodation here has been nearly doubled during the past 14 years. At the present time two new schools are in course of erection, an infants' school in Newmarket All Saints, and a school for infants and lower standards in the parish of Exning.

"New class-rooms are gradually being supplied in most of the country schools which still need them.

"The great drawback we have to contend with is the awkward shape of some of the old buildings. These schools supply ample space on the eight square feet basis, but render the work of the teachers doubly arduous, both in matters of instruction and discipline."

Mr. Tillard :—

Norwich district.

"I am glad to be able to report continued improvement in school accommodation.

"Important additions and improvements have been completed at Holt N., Briston N., Weston, Litcham N., Poringland Central Bd., Cawston N., Kelling Bd., Thorpe St. Andrews N., North Walsham Bd. Extensive additions are shortly to be made at Sprowston C.E., and Wreningham C.E. In one district of Norwich accommodation is needed, and is in course of being supplied.

"Hemsby school has been totally destroyed by fire ; the parish has now come under a board, and a new school will be built with all possible despatch."

Mr. Mines :—

King's Lynn district.

"The King's Lynn district is, on the whole, well supplied with schools.

"During the last two years a new school for girls has been built at Swaffham, and the schoolroom formerly used by the girls is now being used as a class room for the boys ; the Melton Constable Voluntary School and the boys' and the girls' departments of the Wells Board School have been enlarged and otherwise improved. New class rooms have been built for boys and girls at South Lynn All Saints' National School, and for boys at Lynn St. Nicholas National School and Whittlesey National School ; a new class room has also been added to the school at Castle Acre ; the infants' rooms at Great Massingham and at Congham have been enlarged ; while several large rooms in various parts of the district have been rendered more convenient for teaching purposes by the erection of glazed sliding partitions.

"Additional accommodation for girls and infants is greatly needed in the neighbourhood of St. Nicholas' National School at the north end of King's Lynn ; a small school is required for the children residing at King's Dyke, a hamlet about two miles from the town of Whittlesey, and more accommodation is now required in the mixed school at Heacham, where the population is steadily increasing."

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Mr. Myers :—

Cambridge district.

"Several fine blocks of school buildings have lately been erected, or are in process of erection, at Cambridge. The Barnwell Girls' and Infants' School, the Morley Memorial School, the British School, the New Street School already are, or promise shortly to be, model edifices. The most pressing needs are thus supplied, but a migration, as well as an increase, of population in Cambridge is necessitating more building on the Cherry Hinton side.

"At Saffron Walden a long-needed new building for the Girls' and Infants' British School is at length definitely announced. At Chatteris, the Board Boys' School is quite below the modern standard, and should be replaced by a new building as soon as may be. In very rural unions, where the population is mainly decreasing, only small improvements are for the most part required."

Mr. Wix :—

Bedford district.

Alteration of district.

School accommodation.

"Since I last reported in 1898 my district has been diminished by the transference of the two Unions of Woburn and Leighton Buzzard to Mr. Kenney-Herbert's district. The population—decreasing though not to any great extent in the smaller and more remote villages—is increasing in nearly all the large centres, especially Bedford, Luton, Watford, and St. Albans. The accommodation is on the whole both sufficient and suitable, and while the provision of new schools falls mainly on the School Boards, Voluntary managers are still commendably active in improving existing buildings. The following list shows the proposed additions to the accommodation of the district as well as those which have been completed during the past two years :—

New Schools.	Additions.
Board :—	*Board* :—
Bedford, Goldington Road Mixed and Infants	Luton, Chapel Street.
„ Queen's Park Mixed and infants.	„ Surrey Street.
„ S. Paul's*.	Watford Field, boys and girls.*
Luton, Dunstable Road. Mixed and infants.	St. Alban's, Hatfield Road.
„ East Hyde*	New Bushey, girls and infants.
Watford Victoria, girls and inf.	Hemel Hempstead, Two Waters.*
„ Infant school at Watford Heath*	„ Queen Street.*
„ New schools in Callow Land.*	„ Bury Mill End.
St. Alban's, new school for boys.*	Hartford.*
Voluntary :—	Elstow.*
Park Street	*Voluntary* :—
Southill Stanford infants.	Luton, St. Mary's Hall, infants.*
Berkhamsted National (new infant school)*	Godmanchester Grammar.
	Westlingworth.
	Hatfield infants.
	Sandy, boys and girls.*
	Rickmansworth, boys.
	„ girls and infants.*
	Abbot's Langley, girls and infants.
	Boxmoor infants.
	Clapham infants.
	Hitchin St. Mary's, boys.

* In course of erection or in contemplation.

"A new school for boys may possibly be built at Hatfield, where the accommodation though not absolutely inadequate is very cramped, additional accommodation is needed at West Hyde, at Blunham, and probably at Wheathamsted, and may become necessary for infants at Markyate Street and Stotfold. The tiny school at Shelton has been closed, the Ampthill Road Schools at Bedford will probably be transferred to the School Board.

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and the following Voluntary Schools—Westoning, Luton, East Hyde, and Bedford St. Paul's Infants, have been handed over to School Boards. The only serious deficiency (September, 1900) is at Ramsey, Hunts, where nearly all the schools have been closed; the newly-elected School Board is doing its best to provide temporary accommodation pending the erection of new schools."

2.—School Attendance.

Colchester district.

The attendance in many parts of the Colchester District has distinctly improved, a result chiefly due to the pressure exerted by the Board of Education on the attendance authorities during the last two years.

At the schools within the area of the Colchester School Board the attendance is very satisfactory, but outside the area the character of the attendance varies considerably, satisfactory results being, as a rule, dependent more upon the personal influence of the managers and the teachers than on the action of the attendance authorities.

A rural district provides unusual opportunities for the habitual irregularity of both boys and girls, which is encouraged by the no secret knowledge that the authorities will take no notice of children who attend about seven or eight of the 10 weekly meetings—thus 25 or 30 per cent. of attendances may be regularly lost to the school, thereby crippling its resources and retarding progress. There have been in this district scores of children who never made 10 weekly attendances, and this is the worst kind of irregularity.

Until the attendance question is put into other than local hands the working of the compulsory clauses of the Education Act will continue to be unsatisfactory. Even if the attendance authorities and the magistrates generally were disposed to deal effectively with cases of avoidable irregular attendance taken before them, it is impossible for the attendance officers in most rural districts to perform their duties satisfactorily. They are responsible for such wide areas, and so many different schools, that they have to allow the attendance of certain children to become so bad as to warrant the taking out of a summons in the hope that this step will have the effect of causing regularity in the neighbourhood, at least for a time.

In addition to the irregularity of individuals, education suffers by the many occasions on which schools are closed during the year, which is much broken up through pea-picking, seed-picking, potato-picking, haymaking, and harvesting, to say nothing of epidemic sickness. It thus becomes difficult for some schools to open the necessary 400 times.

My colleagues generally speak in a sad and almost desponding tone about the attendance question.

I hope they will try the plan of simple inquiry in cases of irregularity, which the Board of Education have enabled me to carry on. I believe they will find it of use.

Mr. Oliver:—

Attendance unsatisfactory, on the whole.

"The attendance question is still one of very great difficulty. After making every allowance for the circumstances of the district, school attendance, on the whole, must be considered unsatisfactory."

Mr. Davies:—

"I spoke fully on this point two years ago. It is still a very serious one, though I hope that a more wholesome tone begins to prevail. I must not omit to notice the admirable work in this matter done by the board nomi-

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nated by the Education Department in March, 1899, to replace the elected boards at Billinghay, North Kyne, and Ruskington, which had failed in their duties as regards attendance. The case gained considerable notoriety at the time. It is fair to the Board of Education to show by the accompanying tables how thoroughly justified it was in taking action, and in the course it took :—

RUSKINGTON INFANT BOARD SCHOOL.

	Average number on books.	Average attendance.	Percentage of average attendance to number on books.	
Year ending May 31, 1897	90	76·2	84·6	Defaulted Board.
" " 1898	90·5	72·2	79·7	
" " 1899	90.3	76·0	84·1	9 mos. def. bd., 3 mos. nom. bd.
" " 1900	86·4	70·2	1·2	Nominated board.
6 mos. ended Nov. 24, 1900	93·8	81·0	86·3	

RUSKINGTON NATIONAL SCHOOL.

	Average number on books.	Average attendance.	Percentage of average attendance to number on books.	
Year ended May 31, 1897	125	89·0	71·2	Defaulted board.
" " 1898	146	100·5	68·8	
" " 1899	140	101·5	72·5	9 mos. def. bd., 3 mos. nom. bd.
" " 1900	140	113·0	80·7	Nominated board.
6 mos. ended Nov. 24, 1900	148	117·7	79·5	

N. KYME BOARD SCHOOL.

	Average number on books.	Average attendance.	Percentage of average attendance to number on books.	
Year ended Feb. 28, 1897	93	61·1	65·6	Defaulted board.
" " 1898	88	58·0	65·9	
" " 1899	81	54	66·6	
" " 1900	70	58	82·8	Nominated board.
9 mos. ended Nov. 24, 1900	66	55·9	84·6	

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BILLINGHAY UNITED DISTRICT WALCOTT BOARD SCHOOL.

	Average number on books.	Average attendance.	Percentage of average attendance to number on books.	
Year ended Feb. 28, 1897	91	63·2	69·4	Defaulted board.
„ „ 1898	86	62·8	73·0	
„ „ 1899	81	63·4	78 2	
„ „ 1900	86	77·0	89·5	Nominated board.
9 mos. ended Nov. 24, 1900	84	75·0	89·2	

BILLINGHAY AND WATCOTT NATIONAL SCHOOL.

	Average number on books.	Average attendance.	Percentage of average attendance to number on books.	
Year ended Feb. 28, 1897	118	74·8	63·3	Defaulted board.
„ „ 1898	112	71·4	63·7	
„ „ 1899	110	70·9	64·4	
„ „ 1900	106	86·9	81·9	Nominated board.
9 mos. ended Nov. 24, 1900	121	95·6	79·0	

BILLINGHAY GIRLS' BOARD SCHOOL.

	Average number on books.	Average attendance.	Percentage of average attendance to number on books.	
Year ended Feb. 28, 1897	97	62·5	64·4	Defaulted board.
„ „ 1898	96	62·6	65·2	
„ „ 1899	94	64·3	68·4	
„ „ 1900	80	69·4	86·7	Nominated board.
9 mos. ended Nov. 24, 1900	69	56·8	82·3	

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BILLINGHAY INFANT BOARD SCHOOL.

	Average number on books.	Average attendance.	Percentage of average attendance to number on books.	
Year ended Feb. 28, 1897	89	59·4	66·7	Defaulted board.
" " 1898	105	68·9	65·6	
" " 1899	103	68 0	66·0	
" " 1900	88	74·7	84·8	Nominated board.
9 mos. ended Nov. 24, 1900	87	67 9	78·0	

BILLINGHAY UNITED DISTRICT TATTERSHALL BRIDGE BOARD SCHOOL.

	Average number on books.	Average attendance.	Percentage of average attendance to number on books.	
Year ended Feb. 28, 1897	108	74·2	68·7	Defaulted board.
" " 1898	109	72·6	66·6	
" " 1899	102	70·9	69·5	
" " 1900	95	71 2	74·9	Nominated board.
9 mos. ended Nov. 24, 1900	89	67 4	75·7	

"The work has been done with very little friction, and shows what might be done all over the country, if boards and school attendance committees realised their responsibilities and acted up to them."

Mr. J. Wilson :—

"This is still a burning question. There are constant complaints of the laxity of attendance committees and magistrates, and in many cases this is the fact. Independently of negligence, in rural districts there is a good deal of inevitable irregularity. For instance, in a certain rural school with forty or fifty on the register, when I visited it there were seventeen present, and on the next visit my assistant was still more unfortunate, as he only found nine. The bulk of the children live at a considerable distance, and both visits happened to be in bad weather.

"This instance illustrates also the difficulty of awarding differential grants after visits without notice. The children would have been present had they known of the inspection, in spite of the weather."

Mr. Swinburne :—

"The attendance, with allowance for sickness, shows improvement on my figures of two years ago ; but the remarks there made on the superiority of rural to urban regularity are borne out by this year's observations ; and all who waste benevolent allowance on long distances, country roads, &c.,

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&c., should well digest the startling facts there stated (Blue Book 98–99). An increase of at least 5 per cent. could be secured without hardship, if the laws of compulsory attendance were firmly administered, as they should be in the name of the sanctity of the Law—if for no other of the innumerable reasons that exist."

Mr. Henderson :—

"Education Acts may fix 14 as the age at which legal obligation to attend school ceases, managers and teachers may do their best to uphold the law, but I cannot honestly say that I ever came across a case in which, if a child chose to leave at 13, in the country at all events, anyone has succeeded in preventing the departure. I do not think the experiment is often tried, for there is no doubt, in event of a collision, which is the earthen vessel, the Law or the Law-breaker. The fact that 'the Bye Laws say 13' is ample justification to all concerned for standing on one side.

I cannot report that the provision for Half Time employment in Agriculture made, or rather revived, by the Act of 1899 is anything more than a dead letter. Since it came into force I have only come across some half-dozen cases in which children have availed themselves of its opportunity, and in one or two of these it was at my own suggestion. Every man's hand is against the Act. Half time

The Local Authorities know that their already inadequate machinery would be wholly incompetent to deal with the numerous cases in which compulsion would be required by a Half Time system.

Managers and Teachers protest that, apart from difficulties caused in the instruction of the upper classes, there is no guarantee that a boy who goes to work for Half Time at 12 will not evade his obligations until the age of 13 renders him practically free."

Mr. Claughton :—

"Attendance varies very much in different parishes. In many places the attendance is about as regular as we can expect when we consider (1) the distances the children must travel, (2) the tender age of many of the pupils, (3) the vagaries of the English climate, (4) the constantly recurring epidemics of measles, whooping cough, etc., and their after-effects. But even in the parishes where the normal attendance is satisfactory it is to be feared that many children leave school before they are legally entitled to certificates of exemption. In one union I had so few applications for examinations for labour certificates that I reported the matter to headquarters; and from time to time I have found it necessary to invoke a little pressure from above on nearly all the local school attendance committees in the district."

Mr. Tillard :—

"I have nothing new to report on the subject of attendance, which, on the whole, is far from what it should be. Compulsory powers are wielded in a half-hearted way, often owing to indifference, often in consequence of mistaken leniency. When attendance is exceptionally good it is generally due to influences *inside* the school.

"Parents are not, on the whole, enlightened enough to see thatsacrifices must be made in order that their children may be well brought up. We must look forward to the growth of a tradition in favour of education amongst parents, slow as it may be, as the real remedy for present evils."

Mr. Mines :—

"The attendance of scholars, especially the older scholars, is, as a rule, far from satisfactory, much less satisfactory than the figures usually given indicate. The ordinary method of determining the percentage of attendance for the year is by comparing the actual average attendance for the year with the number of scholars on the registers on the last day of the school year. Now, it usually happens that the number of names on the registers of schools on classes for older scholars is considerably less during

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the last quarter of the year than during any of the three preceding quarters; while in schools or classes for infants the opposite is the case. The percentages of attendance usually given are therefore too high for older scholars and too low for infants.

"In various parts of the district one constantly hears of the inactivity, or of activity which is too spasmodic, of the School Attendance Committee or the School Board, of the inability of the school attendance officer to visit with sufficient frequency the various parts of his too extensive district, and of the unwillingness of magistrates to impose a fine for non-attendance, even in very bad cases. Complaints are most frequent in the fruit-growing and potato-growing districts, where young children, during certain parts of the year, are able to earn high wages. In one school visited by me last December two boys present in Standard I., both eight years of age, told me they had been earning one shilling each per day during the potato-picking season; one boy, seven years of age, had been earning eighteenpence per day, and two boys, eleven years of age, in Standard IV., had been employed at half-a-crown per day. In another parish I was informed that a parent, on being told by the attendance officer that she would be summoned on account of her boy's irregular attendance at school, replied, 'Well, you see, Mr. ——, if the magistrates fine me I shall have to keep the boy away from school an extra day to earn the money to pay the fine.'

"I find that the belief that a child may leave school as soon as he is 13 years of age, without any further qualification, is very general in the district."

Mr. Bartlett (for Mr. Myers):—

"Cases are still far too frequent in which magistrates and members of School Boards and School Attendance Committees are, if not actively hostile to compulsion, so far indifferent, that they fail to put the necessary machinery into motion for carrying the law into effect. The machinery provided, also, is seldom adequate for the work to be done. Apparently, anyone is regarded as capable of fulfilling the duties of an attendance officer, independently of other employment which may need all his best energies.

"Where attendance is satisfactory, the result may nearly always be traced to the personal interest and activity either of some local manager or of the head teacher."

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Mr. Wix:—

"The following is a summary of the number on books and attendance during the year ending August 31, 1900:—

Mr. Wix.

1900.	On books.					Average attendance.			Percentage of average.			Percentage of Population.	
	Infants.		Elder Children.		Total.	Infants.	Elder Children.	Total.	Infants.	Elder Children.	Total.	On books.	In average attendance.
	Boys.	Girls.	Boys.	Girls.									
School Boards - -	7,126	6,648	11,032	10,849	35,655	10,424·	20,398·9	30,822·9	75·6	93·2	86·4	19·3*	16·5*
S. A. C's - - -	4,647	4,492	7,149	7,170	23,458	6,720·3	12,988·	19,718·3	73·5	90·7	84·		
Total - - -	11,773	11,140	18,181	18,019	59,113	17,144·3	33,396·9	50,541·2	74·8	92·2	85·4		
1898.													
School Boards -	Owing to the alteration of the district the figures under these heads would be useless for the purpose of comparison, and have therefore been omitted.								73·9	91·7	84·8	19·	16·
S. A. C's - - -									73·6	91·1	84·3		
Total - - -									73·8	91·4	84·6		

* N.B.—As the population has certainly increased since 1891 when the last census was taken, the actual percentage of the population on books and in average attendance is not so great as it appears to be.

PERCENTAGE IN STANDARDS IV. TO VII.

1896 - - - - - - - -	35·7
1898 - - - - - - - -	36·3
1900 - - - - - - - -	36·5

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"There is again a slight increase in regularity, but for some years there has been very little change in the figures for the various unions or for the district as a whole. There are few natural obstacles to regular attendance except in the fens, and Bedfordshire maintains its honourable pre-eminence among English counties. The percentage of attendance in the Union of Bedford is 90·1 (elder children 96·7); the lowest percentage is 79·9 in the Union of Huntingdon, where the regular attendance of infants in the fen schools is often impossible.

"I have nothing to add to previous reports on this subject. It is to be hoped that recent legislation will improve regularity, and the raising of the age for total exemption ought to increase the number in the higher standards. The "optional" bye-law created by last year's Act has not, so far as I am aware, been adopted by any local authority in this district."

3.—General Progress under the New System of Inspection.

My colleagues are generally well pleased with the working of the "New Inspection"; but we all naturally find some slight difficulties attending the sudden transition from a system in which precise tests were applied to school work at yearly intervals to a system in which general progress is judged and (we hope) encouraged by occasional visits. I myself think that the way in which teachers have met their increased responsibilities is most praiseworthy. At the same time, it is only what I expected from them. Mr. Wix writes to me as follows:—

"There has been a growing and genuine, though, I think, unjustified idea in the public mind that inspections are not so thorough and the work is not so sound as under the old conditions. I have seen a good deal of this both in accounts of meetings and privately, and I think there are just the beginnings of a restless unsatisfied feeling which, if neglected, may lead to reaction and be disastrous. It is, therefore, just possible that a detailed account, showing how *thorough* an inspection may be under the present conditions, may be thought useful."

Mr. Wix's remarks will be found further on.

Mr. Watkins says:—

Colchester. 'The importance of carefully planning out the work for each class so that in all subjects the several lessons follow in proper sequence, and of the correlation of subjects, are not yet sufficiently recognised. Thus the Report and Progress Books, which might be made a powerful aid to success, are often almost valueless.

"Another matter of vital importance has been revealed by intermittent inspection. It is evident that in far too many cases lessons are not prepared beforehand—haphazard taking the place of systematic teaching. Such teaching is most reprehensible, and shows an utter disregard of the interests of the children and a want of appreciation of the duties of a teacher."

Mr. Oliver:—

Code for 1900. "For several months the working of the two Codes (1899 and 1900) has been concurrent.

"The consideration of schemes and time-tables adapted to the Code for 1900 has involved much labour and correspondence.

"The preparation of a suitable scheme and the due economising of the time at disposal appear to present serious difficulties to many teachers, especially in country schools.

"At present there is, in many cases, a lack of initiative, and a tendency to depend too much upon the specimen copies of schemes, without paying due regard to the special circumstances of the school."

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Mr. Swinburne :—

"Manifold beneficent effects continue to flow from the change. On the black board, for example, may now be seen valuable explanations, etc., where formerly there was either no black board at all, or it was clouded over with disheartening lists, etc.

"A few schoolmasters appear to undervalue the example they set in the matter of daily personal cleanliness, etc.;—a fact which, under the old system of 'pipe-clay and parade,' escaped notice."

Mr. Henderson :—

"The distribution of the work is not always conducive to equally sustained teaching, and the now prevalent division into three terms has often led to a mischievous fallacy, that the first two terms are to be devoted to getting through the work, the last term to revision.

"Even when the euphemism of 'broadening and deepening the work' is employed, the object is not obvious, and the phrase 'deepening' is certainly a contradiction in terms, unless the foundation is to be improved after the house is built. There is a lingering aroma of annual examination about the division, suggestive of the time when cards reigned supreme for the last months of the school year."

Mr. Claughton :—

"In my own mind I am quite clear that the good teacher does better work under present arrangements, but I am not so sure that the weak teacher does not miss the annual examination. In the old days the rules connected with this examination were too rigid in every way, but of late years there was plenty of scope for the sympathetic inspector, and I think the day was anticipated with pleasure by teachers and children."

Mr. Tillard :—

"It would be unreasonable to complain because many teachers, who have grown up under a rigid system, have not yet realised their emancipation, which the wise educational policy of recent years has granted, but still hug their chains. But, on the whole, comparing the school of to-day with the school of even five years ago, I believe there is every reason to feel encouragement for the future. Methods are being overhauled and put to the test, and teachers are confronting their greater responsibilities with determination and renewed interest in their work."

Mr. Mines :—

"In not a few schools of the district our highest expectations are well satisfied, and we have nothing but praise to bestow : in others, a higher ideal and greater enthusiasm are needed. There are, however, some teachers who have high ideals, but whose enthusiasm has given place to despondency owing to the want of sufficient assistance."

Mr. Wix :—

"The principle of payment by results which, though much modified of late, has in some shape or other governed the distribution of educational grants for forty years will now disappear. It is no doubt easy to say hard things of payment by results, but there may be periods in a nation's educational history where it is absolutely necessary ; and if change is to be a stage in an orderly development, and not a mere leap in the dark, it is only by gradual steps that a grant to enable a school to become efficient can safely take the place of a grant designed to reward proved efficiency. New Code.

"For the first time for forty years teachers will be free in arranging their time-tables to consider the educational worth rather than the supposed money value of a subject : for the first time the Code (in Art. 15 b. i.) draws up a curriculum which lays down the foundation of a 'liberal' education, and practically draws a line between elementary and higher

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education by recognising that the 'liberal' element in education must precede the 'technical' if either is to do its proper work, and that the most important factor in determining a curriculum is the age at which scholars leave school. One incidental advantage of the block grant will be that it will greatly simplify the work of inspection. Hitherto it has been difficult to see the wood for the trees; the inspector has been so occupied with determing the Grant value of many subjects that it has been hard for him to observe the educational value of a school as a whole; and hence an uneasy feeling prevails that work is not so thorough as it was, and that the nation is not getting its money's worth, and anyone who studies the reports of educational meetings not wholly composed of teachers must see that there is an undercurrent of dissatisfaction, and that inspection under Art. 84*b* is, so to speak, on its trial. There is, in fact, some danger of reaction, and therefore it may not be out of place to enumerate some of the points which may be noticed at an inspection under Art. 84*b*, so as to secure greater intelligence of method, without sacrifice of accuracy and thoroughness.

Points that may be noticed at an inspection under 84 *b*.

"1. Is there punctuality in opening school and in changing lessons? Are there signs of preparation without which smooth and punctual working is impossible, preparation, not only of the matter of the lessons, but of the material things, books, slates, pencils, and so forth used in the lessons?

"2. Is the time-table well considered and drawn up with a view to secure due variety and to give to each subject the time proportionate to its importance?

"3. Is the syllabus one which, without undue elaboration, will be a real help to the head teacher and the inspector, a guide to the junior teachers, and a means of securing proper *graduation* in work with due attention to *periodical* recapitulation and revision? [I often find that the work of the year is got through too fast, and that at the end of the year three or four months of wearisome recapitulation are found or considered to be necessary.]

"4. Is the work so arranged as to give the head teacher a definite, though it may be a short time, for the supervision of each class and the practical training of the junior teachers? In many mixed schools it is often impossible for the head teacher to hear the whole of a long criticism lesson, but here again careful planning and *preparation* are essential, and there will be no effective supervision if there is no definite time set apart for it.

"5. Do the exercise books show signs of neat, accurate, and painstaking work, and of careful and systematic correction of *all* errors, great or small? and is a sufficient amount of the work done on paper, so that neatness and painstaking become a habit?

"6. Are the examinations held by the head teacher really *useful*? The final examination of the year may well be only a test to enable the head teacher to sum up the year's work, to find out what the children *do* know; but the earlier examinations, if they are to be really useful, should aim at finding out what the children do *not* know, with a view to correct defects; and therefore, as I often tell teachers, I certainly do not think it a fault if within reasonable limits the earlier examinations show mistakes and imperfections, especially if the subsequent work shows that the defects revealed by examination have received careful attention.

"7. Is attention paid to what may be called the common sense of teaching? If in an object or other oral lesson the children are placed where they can neither hear nor see, if two classes are reading close to one another, if pencils are short and unpointed, if one class uses desks for an oral lesson while the next class has to sit on forms without desks for writing, if blackboards are placed with the light behind them, and so forth, the element of common sense is absent, and much efficient teaching is rendered ineffective by neglect of such apparently trivial details.

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"8. In small schools, where classes are grouped, is the grouping the result of a mere counting of heads (which may only increase difficulties), or does it take account of diversities of capacity and *development* as well as of attainment and of the fact that grouping can be resorted to in some subjects much more easily and profitably than in others?

"9. Are the teachers observant so that they notice and quietly correct wrong tendencies before these develop into offences which require serious punishment? Are the lessons noisy and the voices strained, or is there the quiet, courteous, and sympathetic manner which never fails to attract and influence children? Are the children trained to be not only respectful to their teachers and to those who are called their social superiors, but courteous and considerate *to one another*, so that courtesy becomes to them not a badge of social inferiority, but the outward expression of true independence and self-respect, the habit and rule of life? Are boys trained to perform little acts of courteous service for the female members of the staff? Is the recreation time duly observed and is there proper supervision in the playground? Is order the result of mere repression or of happy, diligent occupation and willing obedience? Does the punctual and regular working of the school set before the children the *comfort* as well as the other advantages of orderliness and method? Are the premises neat, attractive, and well kept, and are the surroundings of the school such as to encourage cleanly and decent habits, or at least make them possible?

"10. Is sufficient use made of drill not only as a physical exercise, but as a means of securing alertness and promptitude in all things? And in an infants' school are there short intervals, when necessary, between lessons for drill, singing, recitation, and the like, and proper change of posture and position? (I have seen children of three and four years old sitting for nearly three hours on seats without backs with no change except at recreation time.)

"11. Is kindergarten used with a due appreciation of its limitations as well as its possibilities, with the knowledge and discretion which proceed from study and comprehension of the principles underlying the 'gifts'? or, is it (as is too often the case) mere desultory occupation developing into bored indifference or disorderly play?

"12. Are the oral lessons not only efficient, but also effective? Are they, that is, not only correct in method, but such as to awaken the interest, stimulate the intelligence, and secure the attention and active co-operation of the children?

"I often hear lessons that would be quite admirable but that the teacher is doing everything and the class practically nothing, and there is an increasing tendency this way. "The masters learn the lessons and the boys hear them." Indeed, it is often forgotten that teaching must be *definite* as well as intelligent, and that brief summaries or definitions—which used by themselves are mere cram—are absolutely necessary at the end of a lesson, after the children have been *first* encouraged to find out all they can for themselves, if the points are to be driven home.

"13. In reading is simultaneous work judiciously and sparingly used with a due appreciation of its disadvantages and dangers? Is sufficient time given to this most important of all subjects, so that after the initial difficulties have been overcome the children may go on to acquire habitual ease in reading, and so find out that what they at first thought an irksome task is the most delightful of all recreations? (Often they do not advance beyond the former stage).

"Are children encouraged first to phrase naturally and spontaneously in accordance with their notions of the meaning? Is 'pattern' reading used only when necessary, and is the passage patterned by the teacher gradually increased in length according to the age of the scholars? Is explanation confined to detached scraps of knowledge

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and isolated 'meanings,' or is it first directed to the whole meaning of the passage, so as to make children see that they can really learn something from reading, and so give them a love for it? Is a child told a difficult word at once, or encouraged and trained to face a difficulty for himself? If 'silent' reading is used, is the teacher careful to question on it and ascertain its result?

"Is writing really *taught*, or is it used merely as a means of employing a class which the teacher is too busy to attend to?

"Is spelling taught by means of several methods in combination, by spelling rules, word-building, and dictation, and by appeal to the eye as well as to the ear?

"I find this subject the most difficult of all to test by inspection; there is often too much reliance on word-building, there is certainly too much laborious learning of isolated words. When a rule is taught —and to some extent even English spelling can be reduced to rule— the words used to illustrate it, or words of similar formation, should be embodied in a piece of dictation, so that children learn to write words correctly in their ordinary combinations with *dissimilar* words, combinations such as they meet with in daily life. Teachers, as a rule, are thoroughly alive to the insufficiency of word-building by itself, and in some schools, even in some infants' schools, children are encouraged to put every word they learn into a sentence of their own —a most useful exercise for more purposes than spelling.

"In arithmetic is the proportion between teaching and practice duly observed? Do the elder children work too much from cards? Is sufficient time given in fresh lessons to explanation of principles and in lessons of recapitulation to careful correction and blackboard exposition of errors, not a mere hurried entry of 'R' or 'W' opposite a sum in the last five minutes of the lesson, a method of marking which can of itself teach a child nothing and often leaves copying undetected?

"Are the lessons finished in the allotted time, so that the point is driven home and not left half explained? Are the children helped too much, or are they allowed to work the elementary processes for themselves, and so trained by constant practice to habitual rapidity and accuracy of calculation?

"Are the sums set duly varied in character or all in the same groove? Are the children set from the beginning to work long abstract sums of which they do not understand even the notation, or is a new rule introduced by a carefully graduated and progressive series of simple *concrete* sums leading by degrees to the longer abstract sums which may be necessary to secure accuracy? [Concrete sums—I mean not 'problems,' but sums dealing with concrete quantities and varied in their wording—are now usually set, but often not till the end of the school year. This is what may be called "development backwards": the natural order of development is intelligence, accuracy, and rapidity; too commonly this order is reversed, and intelligent comprehension is never reached.]

"14. Is answering distinct and (when necessary) in sentences, or is questioning so elliptical as to destroy all independent thought and effort?

"No doubt this is a very incomplete sketch of what may be observed by inspection without the aid of examination; but if these points, or the most important of them, be borne in mind, there is some guarantee that thoroughness need not disappear because the test of a formal examination is removed.

Staff of district.

Mr. Shaw, who joined me at Easter, 1898, was transferred to Mr. Kenny Herbert's staff in the autumn of 1899; but I still have the great advantage of the skilled and loyal co-operation of Messrs. Baldrey, Fishwick, and Purdie, to each of whom my hearty thanks are due."

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4.—Small Rural Schools.

Mr. Tillard has kindly undertaken to prepare a special paper on this subject, which is indeed a sequel to that of "Progress."

The inspectors of the Eastern Division will not allow that the small rural school is by necessity, or according to their experience, inferior to the large, well-staffed urban school.

I give a few extracts from the remarks of some of the inspectors of the division, as well as Mr. Tillard's account of them as he finds them in the Norwich district.

Mr. Swinburne :—

"The managing bodies of small village schools constitute the weak point of my district. As a rule, in villages, there is available only one university man; and this man is often excluded from the small village School Board, and even where he is not excluded, he is in a hopeless minority. Even where his superior sagacity succeeds in influencing his colleagues, as happily it often does—especially in the small Voluntary School—there is too often a sullen opposition, and envious glances are directed towards some neighbouring village, where the committee have cast off this salutary influence."

Mr. Henderson :—

"The mental calibre of teachers in country schools is decidedly changing for the better, and often the master or mistress of the village school is quite on a level with those in the town schools, and probably their influence for good is more rapidly and generally felt.

"In fostering a kindly interest in nature and country life, much is already being done, and many country teachers are good naturalists, or experts in some branch of rural industry.

"In considering the suitability of the instruction for the locality, one important fact seems to be forgotten—namely, that very few stay long enough to work in any standard above the fifth. They do not, as the Code seems to presume, complete their education in the seventh.

"The average country child therefore leaves school without knowing what interest he will get for £1 in the Savings Bank, what an average or percentage means, what is understood by investing money, and has not been taught how to write a letter, though presumably he has acquired the useful art of reproducing a story, if read over twice."

Mr. Claughton :—

"How to increase the efficiency of the small school is the main problem in a district where a large proportion of the schools average less than 60 older scholars.

"While on the subject I wish to place on record my sincere admiration of the way in which many of the teachers of these little schools do their work.

"I have sometimes come upon a young teacher fresh from a training college, with high testimonials, etc., but with absolutely no idea of managing a small mixed school. It seems to me that the training colleges might help us here a little more. Parties of students who are likely to take charge of country schools might be taken from time to time to some of the best small schools in the neighbourhood, and the teachers of some of these good small schools might be asked to give occasional lectures on school management from a thoroughly practical standpoint."

Mr. Tillard :—

"On the whole, I can give a favourable account of the premises of my country schools. Many additions and improvements have been made throughout the district, and most of the buildings are now in a satisfactory state of efficiency. Many managers take a pride in keeping the playgrounds and premises, etc., in a smart and tidy state, but it is still often

Rural schools. Premises.

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necessary to complain of undrained, unlevelled, or unweeded playgrounds. The interiors of rural schools, on the whole, are much more attractive than they were formerly, and though the educational value of good surroundings is not yet recognised in all quarters, still books and apparatus are, as a rule, much more carefully and neatly kept.

"In many of the large and scattered districts many of the children are unable to go home for dinner. The use of the schoolroom as a dining-room for large numbers has its obvious objections, and in several schools rooms for dining are provided outside. At Gresham Board School boys and girls have separate rooms, with fireplaces, benches, etc., so that the children get a comfortable and civilised meal and more freedom than could be allowed in the schoolroom.

"Of the rural mixed schools in my district, rather more are under mistresses than under masters (116 : 99). Of the recognised additional teachers assisting in rural schools, 24 per cent. are pupil teachers, 41 per cent. are under Art. 68, 22 per cent. are under Art. 50, 13 per cent. are certificated (the last generally wives of head masters). Teachers under Art. 50 are not attracted by country employment, nor are the reasons far to seek. There are few small schools in rural parishes where pupil teachers can be apprenticed with any advantage to themselves or the school. And so we are thrown back on the teacher under Art. 68, about whom so many hard things have been said. Art. 68 would not be in the Utopian Code, it is quite true, but, under present conditions, is extremely valuable, and opens the door to many useful teachers whom in country places we cannot afford to lose. Some few of these teachers have for some time been monitresses (during which period they have been receiving lessons from the head teacher), and some have been pupil teachers, so that by the time they are eighteen years old their experience in such cases is not inconsiderable. In the ranks of the '68s' there is much material, which in good hands and judiciously handled can be trained to supplement the work of the responsible teacher, and carry on much of the work which requires least professional skill.

"If not closely supervised, the work of the teacher under Art. 68 is as likely to be inefficient as that of a pupil teacher would be under the same conditions ; and it is not every head teacher who can make right use of either the one or the other. The wise head teacher will always be giving out the light from herself for the Art. 68 to reflect, not expecting her subordinate to be to any great extent the origin of the light.

"The inspector's power to refuse approval should be sufficient to check the employment of incompetent persons.

"The life of the country teacher has many disadvantages and many advantages. The disadvantages, which I would not minimise, are often overstated, and the advantages are seldom dwelt on. I find very many well qualified teachers who are wise enough to be well contented with country life, and yet do not allow themselves to grow rusty. Of the earnestness and industry of country teachers as a body I can speak in most appreciative terms, and amongst my rural teachers I find some of my most capable and thoughtful masters and mistresses.

"It must be admitted that most country teachers are 'untrained,' but they have been under the discipline of necessity, and the best of them have wrought out for themselves methods which are unconventional, at least, and suggested by experience, and which are by no means to be despised, without examination.

"Nevertheless a training is greatly to be desired, of course, for them as for all teachers, as much for the sake of the refinement and polish it might give as for the technical training. But where are the training colleges for the rural teacher? Some, perhaps many, are prevented by the expense from going to a college, but even where they can afford the expense few country teachers can get a high enough place on the Queen's Scholarship list to gain admission to a college.

"It would be very instructive for all students in training colleges to pay visits, where possible, to really good country schools, where by watching a resourceful teacher, who economises time and keeps all her classes at work.

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they would learn lessons that would stand them in good stead in any kind of school.

"Amongst my country schools I find some of the best and some of the worst schools in my district. In the circumstances, it would be strange if some of them were not in a bad state. For, in addition to the other obvious difficulties of the country, in very small schools the head teacher changes on an average much more often than the head teacher of a large town school. Moreover the change of a head teacher of a small school breaks the continuity of work to a far greater extent than it would in a large school with many assistants. The rapid rate of deterioration possible in such circumstances in a small school must be seen to be believed. General efficiency.

"Owing to the fact that each parish or School Board district is an independent unit, country education *as a whole* suffers from isolation and want of organisation. To give examples. A head teacher leaves, and perhaps for three months the school may be left at the mercy of some wholly unqualified person; or, again, lack of combination puts it out of the power of rural schools to offer instruction in such subjects as manual work, cookery, etc., or to improve the instruction of pupil teachers.

"Before country education can be organised into a better system it seems necessary that some form of association and control, *spread over large areas*, must be called into existence—an association which, however, should not supersede local management or stifle local interest. Under present conditions the areas of school districts are too small to ensure that efficient management shall be secured; while no adequate system exists for supplying common needs by means of combination. Association wanted.

"The isolation of the country board school is, I think, more marked than that of the voluntary school; but in neither class of schools can efficient management be secured under present conditions with any degree of certainty.

"The subjects of instruction in a country school must, up to a certain point, be much the same as those of a town school; but, of course, both country and town schools must endeavour in some special way to fit their scholars for the life that lies before them. On what lines country schools should try definitely to meet the needs of the case is one of the problems of to-day. Without attempting to decide a question which has to be worked out by experience, I think we may agree it is quite safe to encourage country teachers to try in every way to train children's observation and to nourish their interest in the common things around them. Many ways of doing this will occur to the resourceful teacher; outdoor lessons, collections of wild flowers, etc., use of rain-gauge and thermometer at school, and the keeping of a school naturalist's diary (in which interesting facts of natural history observed by the children are noted down under the teacher's supervision), are some of the means by which children's interest might be engaged. In a county of large holdings—like Norfolk—where a man is either a large employer or a labourer, to teach "Theory of Agriculture" in elementary schools is, I cannot but think, waste of time. There may be conditions of rural life where such instruction, if given suitably, may be useful, especially in the evening school; but so far as I have had any experience of agricultural instruction in schools it has been too bookish and theoretical to be of any good to boys whose first work will be to scare crows or herd pigs. Subjects taught. Common things. Agriculture.

"I do not despair of seeing some attempt made to introduce manual instruction, cottage gardening, cookery (or housewifery) into rural schools on a scale large enough to ensure it a fair trial. Such instruction, supplementing the more liberal elementary education which may be hopefully anticipated under the New Code, would, I feel sure, bear useful fruit in such a district as mine. The difficulties which stand in the way, however, can, so far as I see, only be removed by combination of schools, in order to provide the funds. Time for teaching such subjects might, in my opinion, be found if the requirements in arithmetic were judiciously lightened. Other industrial subjects.

"There are in my district not an insignificant number of country schools, where the education given may be favourably compared (so far as com- Town and country

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Schools compared.

parison is admissible) with that of good town schools ; and with this point in favour of the country school, that, having to do much work by themselves, the older children acquire the habits of self-help and self-reliance to a degree not reached always even in good town schools.

Infants' teaching—a weak point.

"The weakest point in country schools generally (though I can think of notable exceptions) is the infants' instruction. Owing to a want of special training in infants' school methods and lack of sympathy with the nature of young children, teachers do not 'teach by natural methods, nor train young children to use their powers of observation and reasoning' (Revd. Inst. Appendix IX.), but instead prematurely prepare them for elementary subjects on methods ill-suited to their age. Children in the lower standards, too, are very frequently taught by 'arbitrary and conventional methods' without being trained to observe and reason (and, in this respect, are kept in countenance by many town schools). But it behoves the rural teacher first and foremost to see that the infants are rightly trained, and that the lower standards are not merely drilled in spelling and sum-doing, but taught to reason and observe, in order that when these children get into upper classes they may have gained enough interest in their work, for its own sake, to make them willing and able to study by themselves."

5.—Evening Continuation Schools.

Assistance given by County Councils.

Mr. Watkins has furnished me with the following report upon the Evening Schools of the Colchester District.

Mr. Watkins:—

"The evening continuation schools of the Colchester District continue to increase in number, and in many of them most creditable work is being done

Colchester

"With the exception of the evening schools of the Colchester School Board, all are within the administrative area of Essex County Council. The county of Essex is divided into districts, the affairs of each district being managed by a Local Committee, and to each Local Committee is allotted a certain sum of money to be spent on technical classes and evening continuation schools.

"The Local Committees in many districts arrange for technical classes in such useful subjects as dressmaking, cookery, horticulture, Woodwork, and in suitable places in navigation.

"Amongst the evening continuation schools the Local Committees distribute such money as is available after meeting the demands of the purely technical classes. In some districts there is very little spent on technical classes and the evening continuation schools benefit more in consequence.

"The sums of money granted by the County Council, small though they are in most cases, have materially assisted in enabling a number of small rural evening schools to be established and maintained. It is in such schools, too, that relatively the most good is being done, and the Essex County Council may regard its expenditure in this direction as one of its most effective and beneficial acts of administration.

"The subjects taught in the various schools are, as a rule, carefully chosen so as to meet the needs of the pupils and of the neighbourhood. The real function of evening schools is not only to continue and supplement the work of the day schools, but to provide preparatory instruction in such technical subjects as it is hoped will be generally taken up in the respective districts. Without this object in view much of the day school education will be thrown away, and technical classes will fail to be fully effective.

"The success of many evening continuation schools is not to be measured by the direct results of the instruction in the several subjects, for frequently the most permanent and beneficial effects accompany apparently poor work. The highest value of such schools lies not in the amount of information obtained therein, but in the formation of character and good habits, such as regularity and punctuality of attendance, cheerful and ready

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obedience, tidiness and cleanliness in person and in work, and the economy of time.

"NOTE.—The Local Committees do not handle the grants made to the several parishes which come under their control. All bills are passed by the Local Committees initialled by the Chairman, and then sent on to the Central Committee, from whom cheques are forwarded."

Mr. Oliver:—

The increase might be much greater but for—Apathy of Local Authorities.

"Many more schools would be established but for the too general lack of interest in Evening Continuation Schools shown by Voluntary school managers and Boards.

"For similar indifference several Technical Instruction Committees of County Councils are also conspicuous.

"In the following areas, the Soke of Peterboro', Holland County Council (North Holland Division), and Hunts, the working of the Technical Instruction Committees as regards Evening Continuation Schools has been most unsatisfactory.

Areas badly supplied with Evening Continuation Schools.

"All these areas are very badly supplied with Evening Continuation Schools, as compared with other parts of the district.

"The Technical Instruction Committee of the County Council for the Soke of Peterboro' has, so far, done nothing whatever to establish or to aid Evening Continuation Schools, and some inquiry as to the expenditure of its funds appears to be needed.

Satisfactory exceptions.

"But of the assistance and encouragement afforded to Evening Continuation Schools by the Technical Instruction Committee of the Kesteven County Council, I cannot speak too highly.

"The Technical Instruction Committees of the Lindsey, Leicestershire, and Northants County Councils have also done good work.

Technical Instruction Committees need closer supervision.

"After careful inquiry I have arrived at the conclusion that it is imperative, in the interests of education, that Technical Instruction Committees should be placed under closer surveillance, and that the expenditure of the grants should no longer be left in the hands of trustees, almost always unskilled and too often unsympathetic as regards education.

Employment of Organising Teachers by Technical Instruction Committees should be made compulsory.

"Much of the success of the Technical Instruction Committees of the Kesteven County Council in establishing and maintaining an admirable system of Evening Continuation Schools in its area is due to the employment of an efficient organising teacher. It should, at all events, be made incumbent upon every Technical Instruction Committee to employ an efficient organising teacher.

"On this page I give a table showing the incomes of the Technical Instruction Committees within the Boston district for the years 1899–1900, with the expenditure upon Evening Continuation Schools for the corresponding years.

County Councils.	1899. Income.	1900. Income.	1899. Expenditure.	1900. Expenditure.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Kesteven - -	4,104 19 8	4,644 1 5	581 1 0	643 18 6
Lindsey - -	†	7,035 0 0	Nil.	498 4 8
Holland - -	1,560 0 0	1,620 0 0	303 5 6	325 10 6
Leicestershire -	5,811 0 0	6,575 0 0	617 10 7	849 15 11
Rutland - -	400 0 0	400 0 0	211 15 6	198 7 5
Northants - -	6,841 0 0	8,204 0 0	280 0 0	428 0 0
Hunts - - -	1,550 0 0	1,800 0 0	19 0 0	55 0 0
Soke of Peterboro'	800 0 0	800 0 0	Nil.	Nil.

† Including balance of £1,002 from 1899.

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Mr. Davies :—

"In my district most of them are being helped pecuniarily by the County Council, but this frequently involves the taking of subjects for which the previous education of the day school has not fitted the scholars."

Mr. J. Wilson :—

"My district is a portion of Lindsey, and the County Council have done good service in encouraging evening schools. Most of those inspected by me are also aided by the Council, except in Grimsby."

Mr. Swinburne :—

"By grants, as well as loans of apparatus and books, the County Council have rendered invaluable assistance to rural evening schools. The secretary tells me that by a new method of payment small schools are encouraged, and large ones prevented from earning too much. He pronounces the subjects generally suitable, but agricultural subjects and gardens still lacking. He suggests that all grants should be paid by the County Council, and 'whatever happens,' he hopes inspectors will be appointed from London, 'so that no local influence will make them fear giving honest reports.'

"I believe the inspection is at present mainly in our hands, the committee using our reports. I often find a struggle going on between the teacher, who wishes to take technical subjects, to earn the double grant, and the lads, whose common sense revolts against superstructure before foundations."

Mr. Henderson :—

"In that part of my district, in which I am justified in making a comparison, between the present and the two year old past, the number of Evening Schools has rather decreased, notwithstanding the assistance given by the County Councils. To these bodies is in a great measure due the fact tha genuine continuation subjects are taught in so many country schools."

Mr. Claughton :—

"My district includes parishes under the jurisdiction of the County Councils of Norfolk, Essex, Cambridgeshire, and West Suffolk, but it is only concerning the work of the two latter that I need offer any remarks, as the evening schools in the Norfolk and Essex parts of my district are very few. In Cambridgeshire there is an attempt to actively organise the evening school by the issue of a code and the appointment of an organising visitor. This official signs the time-tables, visits the schools, and practically selects the subjects. The grant awarded varies, and is seldom large.

"In West Suffolk there is very little attempt to interfere with the organisation or to inspect the teaching—a lump sum is given as grant provided that the school is reported as efficient by H.M. Inspector—all that is required is that a certain proportion of pupils shall be taught subjects other than elementary, *e.g.*, if a few lads learn 'drawing' the grant is earned. The term 'Technical Instruction' as applied to these classes is, therefore, somewhat misleading.

"It is unfortunately very necessary that the elementary subjects should still be taught in the evening classes in the country villages, but as far as possible reading and writing should be taught incidentally with other subjects."

Mr. Tillard :—

"The following is an extract from the Directory of the Technical Education Committee of the Norfolk County Council, showing to what extent the Council assists Evening Continuation Schools.

"It will be noticed that the Technical Education Committee of the Norfolk County Council expresses emphatically its regret that there are so few Evening Continuation Schools ; also that it insists that, wherever possible, such classes shall be placed under the Board of Education.

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"'No classes will be recognised by the Technical Education Committee, which meet before 6.30 p.m., except cookery, dress-cutting, dairy and laundry classes, and other specially recognised classes on Saturdays.

"'For classes in subjects recognised by the Board of Education, Whitehall, in the Code for Evening Continuation Schools, no grants will be made by the Technical Education Committee unless such classes are being conducted under the Board of Education, Whitehall, except where it has been proved to the satisfaction of the committee that through exceptional reasons classes cannot be placed under the board, in which case the consent of the Technical Committee must be obtained. Pupils who are ineligible to attend classes under the Board of Education, such as pupil teachers, may attend special classes, such as French, shorthand, etc., under the rules of the committee as heretofore. Twenty-four hours' instruction must be given in each subject to earn a grant from the Technical Education Committee, whether under the Board of Education (Whitehall) or not. The time table in the duplicate must be submitted to and approved by the organising secretary at the beginning of the session. Notice must be given of any alteration in the time table, and two weeks' notice of the date on which the school will close for the session.

"'In the event of a school being compulsorily closed by the order of the medical authority of the district, the committee will allow a grant proportionate to the period during which the school was open.

"'The payments will be based on average attendance on the following scale, provided that the Technical Education Committee are satisfied with the instruction given:—

For each pupil up to 10 in class	10s.	per annum.
„ „ from 10 to 20 in class ...	5s.	„
„ „ from 20 upwards	2s.	„

"'Grants will not be paid upon more than four subjects. The amount of grant paid will not exceed £8 for any one subject. For the remaining subjects the grant will not exceed an average of £6 each. Each class must meet at least 24 times. No grant will be made for students in any class who make less than 12 attendances. Each lesson must last at least one hour. More than two lessons may be given in each subject in one week, but not on the same day, except as provided for in the regulations for Evening Continuation Schools (page 58). In the case of drawing classes an additional grant of 50 per cent. of the special grant received from the Department under Article 15° of the Evening Schools code will be made provided that the grant from the Board of Education is certified. All the classes receiving grants from the Technical Education Committee will be subject to inspection and examination by the County Council's Inspector.

"'N.B.—The above scale does not apply to special classes, such as cookery, dairy, dress-cutting, health and laundry classes, for which the County Council pays the whole cost of tuition: nor to the following subjects when taken as special classes apart from the Evening Continuation Schools under the Code of the Board of Education:—Ambulance, bee-keeping, fish culture, horticulture, and veterinary science, for which special scales of payment are arranged; nor to popular lantern lectures, which may be assisted by the loan of the necessary apparatus, but towards which no grants will be made.

"'CLOTHING.—Each girl is expected to bring plain, neat clothing, to be provided with 4 white calico aprons, 4 blue linen do. with bibs, 6 plain collars, 1 pair of walking boots, 1 pair of house boots, and umbrella. Two print dresses should be brought for use when engaged in house-work, and material for one dress to be made during residence at the school.

"'TERM.—Two months, which may be extended to three where special aptitude is shown by the student.

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"'COST.—Board, lodging, washing, and training, 15*s.* 6*d.* per week, paid direct to the school by the County Council.

"'EVENING CONTINUATION SCHOOLS.—The Technical Education Committee notice with extreme regret how few school boards or school managers in this county undertake Continuation Schools. They believe that in every parish there ought to be a Continuation School; that the aid of the schoolmaster is essential to encourage boys who have left the day school to continue or keep up their education; and that, unless boys do this, the money spent on their early education is in many cases wasted.

"'They desire, therefore, to remind school managers and technical education local committees, early in the season, that a Continuation School can be worked, (a) under the Board of Education (Whitehall) alone, (b) under the Board of Education (Whitehall) and the Technical Education Committee combined.

"'If (a), scholars may be instructed in reading, writing, and arithmetic, and payments can be claimed from the Board of Education (Whitehall) for these as well as other subjects in accordance with the code, but no grant can be claimed from the Technical Education Committee.

"'If (b), only those scholars who are not receiving education in reading, writing, or arithmetic, may be counted as claiming a grant from the Technical Education Committee.

"'Grants will be made by this committee on not more than 4 of the 29 subjects given on page 13 of the directory. This grant will be based upon the average attendance, but will not exceed £8 for the first subject, nor more than an average of £6 for each of the other selected subjects. The scale of payment is shown on page 14. Twenty-four hours' instruction in each subject for which a grant is claimed from the Technical Education Committee must be given, and the attendance of pupils who have not been present at least 12 hours will not be counted in calculating the grant for any subject. Not more than one hour, nor less than half-an-hour, in any one day may be counted towards the 12 and 24 hours' instruction in each subject.

"'The committee earnestly implore school authorities to take up this important question in time, to make up their minds what subject or subjects will be most desirable according to the qualification of the teachers they can secure and the capacities of the pupils they wish to attract, and to submit their programme to the organising secretary for criticism, if they propose to claim a grant from the Technical Education Committee.

"'The committee are prepared to guarantee a minimum grant of £3 to each school for this year, provided that the scheme submitted to the organising secretary is accepted, even though the attendance should fall below the numbers excepted.'"

Mr. Mines:—

"Pecuniary assistance based on the average attendance of scholars is given to Evening Continuation Schools in Norfolk by the Technical Education Committee of the Norfolk County Council according to the following scale:—

For each pupil up to ten in annual attendance, 10s per annum.
For each pupil from ten to twenty in annual attendance, 5s. per annum.
For each pupil above twenty in annual attendance, 2s. per annum.

"In the Isle of Ely sums of money proportionate to the population are allotted to each parish to be used for the support of Evening Continuation Schools and for lectures on agricultural subjects and various branches of rural industry."

Mr. Bartlett, for Mr. Myers:—

"The Cambridgeshire and Cambridge Technical Committee paid for last year's work a fixed grant of 1s. per night, plus one half of the Variable Grant earned on certain subjects, the total amount, however, not to exceed £8. Special grants were also made for Woodwork, Cookery, etc. The arrangements made for the current year are less liberal. Ordinarily, no

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grant will be paid in cases where the income from the Board of Education reaches 4s. per hour, so there is obviously a danger that this limitation may act as a premium on inefficiency. Restrictions are also made as to the number of hours for which grants may be claimed, and no school will be recognised in which the number of scholars on the books falls below ten, or the average attendance below eight.

"In Hunts a grant of 2d. per hour is paid in respect of each attendance made in an approved technical subject, and should the total income from all sources be insufficient to permit of a payment of at least 3s. per hour to the teachers, the deficit is made up, as far as the funds will permit, provided that the average attendance does not fall below six.

"In Herts a bonus is given, equal to half the amount of the Fixed and Variable Grants paid by the Board of Education, for all subjects within the purview of the Technical Acts.

"In the Isle of Ely the County Council allots grants to each parish, to be expended for any so-called technical purpose which the local committee may desire, subject to a notice of such expenditure being made to the County Council. The management of the amount allotted to the city of Ely and four adjoining parishes, known as the Ely district, is in the hands of one committee, which provides most carefully organised and excellently conducted continuation schools in all the places under their jurisdiction, amongst the subjects taught being metal work, wood work, type-writing, shoe-mending, and cookery, whilst additional provision is now being made for instruction in forged metal work, laundry work, and dairy work.

"The teachers are paid 5s. per hour for their services, and the Committee holds itself responsible for all other expenses incurred. It is greatly to be regretted that this excellent example is not followed in any of the other parishes in question.

"Very few of them give any assistance to Evening Continuation Schools, the money being frequently frittered away in promoting ploughing, thatching, and stacking competitions, with an occasional grant to a fife and drum band thrown in.

"In the Saffron Walden Division of Essex, the Technical Committee doubles the grant earned on approved subjects, up to a maximum of £8, and provision is now being made for ambulance lectures to be given at four different centres by an experienced medical practitioner.

"Nearly all the committees insert a proviso, making the payment of their grants subject to a satisfactory report being given by Her Majesty's Inspector, and in all cases, I believe, an unsatisfactory report would nullify the grant."

Mr. Wix :—

SCHOOLS AIDED BY COUNTY COUNCIL.

County.	No. of Schools.	Subjects Aided.
Herts County Council -	13	Commercial Correspondence, Arithmetic, Geography, Algebra, Mensuration, Magnetism, Horticulture, Agriculture, Book-keeping, Shorthand, Needlework, Drawing, Cookery, Joinery.
Beds County Council -	4	Shorthand, Agriculture.
Hunts County Council -	1	Singing, Elementary Physics and Chemistry, Life and Duties of the Citizen.

"The County Councils appear to differ very widely in their methods of aiding evening schools; in Beds and Hunts grants are given to but few schools and only for subjects which are more or less 'technical'; in Herts

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aid is given to many schools, and apparently indiscriminately for nearly all subjects.* I think the former plan is the better. I do not know how the County Councils test the work of the schools; I believe they have their own officers, but in only one case has a County Council asked for my opinion of the work. Small scholarships of £2 each are offered by the Herts County Council to the most deserving scholars in all evening schools, and these scholarships are awarded on examination."

6.—Pupil Teachers and Teachers under Article 68.

Some of my colleagues in this division say that in their own districts the difficulty of obtaining a supply of pupil teachers increases, while others say that it is less felt than formerly. Among the latter class are Messrs. Oliver and Wix. Indeed, Mr. Wix says that "though the district is smaller than it was two years ago, the number of candidates is as large."

The more general experience is that in the rural schools the difficulty of obtaining pupil teachers increases, and that their places are being supplied by monitors or additional teachers under Article 68. This state of things is mainly due to the difficulty of providing pupil teachers in rural schools with educational advantages similar to those enjoyed in populous centres. In many cases, however, where candidates are forthcoming in sufficient numbers there is a dearth of suitable ones, and school boards and school managers do not always exercise reasonable care in selecting their candidates. The work of the centres is much hampered by the presence of students, whose abilities are of a low order. We generally regret that the time given to study by the pupil teachers is so fully occupied in preparation for annual examinations. The work of the central classes is cramped accordingly.

Mr. Davies says:—

"On the whole, care is being bestowed on pupil teachers in the way of putting in knowledge; what they are, as a rule, lamentably deficient in is the power to acquire knowledge for themselves, to read and study to profit. I have urged on the Lincoln Centre Superintended Preparation Classes."

Mr. Tillard says:—

"I wish that less of their energies were taken up in preparing for examinations, and that they had more leisure time for reading books wholly unconnected with their work and for general self-culture."

The use of the bicycle enables many rural teachers to attend the Colchester central classes.

Here much good has been done by providing instruction in school music, art, science, and Kindergarten methods to teachers under Article 68, and others who wish to take advantage of the opportunities given. The classes for this purpose have been held on Saturday mornings, and have been much appreciated by those who have attended them.

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* [Note.—I am informed that grants are given by the Herts County Council for all subjects except writing and composition and reading, and that the rate of grant on each subject is 50 per cent. of the Government grant for that subject—a method of payment which bears hardly on the smaller schools. It must, however, be admitted that but for the County Council grants several of the rural evening schools in Herts would cease to exist.]

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The Inspectors of the Division are generally well disposed towards "Art. 68" teachers. At any rate we recognise that they are at present indispensable. It is idle to rail at them for certain admitted shortcomings unless we try to put them in the way of self-improvement.

The Colchester experiment seems to me to be simple and effective; and I hope it will be adopted in places which have not yet tried it. Mr. Davies suggests that "Art. 68 teachers might be placed in hostels attached to training colleges for (say) two or three months of consecutive instruction in the art of teaching, in theory at college lectures, in practice at the model schools . . . with direction in reading, how to read, and what to read."

Mr. Claughton says:—

"I have often urged managers to obtain permission from the managers of the nearest really good school for a candidate under Art. 68 to attend and watch the classes at work for a fortnight or three weeks, or at any rate once or twice a week, and thus get some proper idea of method at the beginning. Of course this does not apply to those candidates who have been pupil teachers, but have failed at the scholarship examination."

Mr. Tillard's remarks on teachers of this class are embodied in his paper on Small Rural Schools.

7.—Aid Grant.

Colchester.

The Voluntary School Aid Grant has been a decided boon to managers and teachers in the Colchester district, which is chiefly agricultural. The distribution of this grant has been on the whole equitable, and complaints have been few and far between. The general opinion agrees with mine; but I append a few remarks made by my colleagues.

The beneficial effects of this grant are visible everywhere. By its aid schools have become better equipped and furnished, the salaries of teachers have been deservedly increased, better qualified teachers have been employed, and in some cases an addition to the staff has been made.

It is also very satisfactory to note that the voluntary contributions have in but very few cases decreased in amount, yet the fact must be emphasised that the local subscriptions in some places are much less than they should be, and could be increased if a *real* effort were made to do so.

Unfortunately in nearly all cases of insufficient income the first to suffer is the teacher, who either has to work with an inadequate staff or submit to a reduction of salary.

Mr. Oliver:—

"In some cases it has appeared to me that the governing bodies have been too easily satisfied with the efforts made by the managers to obtain voluntary contributions. But, on the whole, I think that the grant has been fairly distributed.

A suggestion.

"More aid might, I think, be given by associations providing a number of sets of good illustrations for object lessons of various kinds, and a number of sets of maps named, blank and relief.

"These could be hired for a year by the schools in the association. A great economy upon the expenditure for such apparatus (always a heavy item in small schools) would be effected, and a good supply of apparatus secured."

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Mr. Davies :—

"The tendency to fritter away the money on little grants to every school is, I am glad to say, disappearing; but, if I may judge from my own district, the state of the Town Voluntary School has been rendered more precarious than before by an increased rate of expenditure, such that in spite of aid grants the deficit on the school account is growing annually."

Mr. Henderson :—

"That some schools do not receive a perhaps superfluous aid is more often due to the public spirit of the managers than to the discrimination of the associations. I regret also to state that there is a growing tendency to pay the aid grant into the general funds, and to patch up afterwards for audit an account of its allocation to the specified purposes, thereby rendering it almost a hopeless task to trace its application. It would be of great advantage if managers were required to specially mark and set aside vouchers for payments made out of the aid grant."

Mr. Wix :—

"In 1898 I had to report a slight decrease (about 2·2 per cent.) in voluntary contributions. This year I find that voluntary contributions have risen from £10,287 1s. 6½d. in 1898 to £11,252 7s. 6d. in 1900, an increase of 9·4 per cent.

"It is true that £380 of this increase was raised by special effort in two places, but in any case the result is very satisfactory, and if the amount of voluntary contributions lost by the closing or transference to school boards of five voluntary schools (about £320) be taken into account, the increase is 11·4 per cent. In this part of England, therefore, the aid grant has acted as a stimulus."

8.—(*a*) Literary Education; (*b*) University Aid to Teachers.

Contributed by Mr. Myers.

Mr. Myers, of whose death I heard with deep regret only a few days ago, was good enough to furnish me with some expression of his opinion on the literary side of education in elementary schools. From some remarks of his printed as part of a General Report a few years ago, I had gathered that he felt it was necessary to encourage the scientific and technical side in deference to the tendency of the times, and because the cultivation of a taste for reading, and of a reliance on good books for educational enjoyment and improvement, had proved to some extent a failure.

Whether I had understood him rightly or not, I asked him, if he could do so without inconvenience, to let me have his present views on the subject, as I felt that he possessed qualifications for doing so beyond those of ordinary men.

I give his reply on this question and some observations, also kindly supplied at my request, on the subject of the relations, actual or possible, of the teaching universities to elementary school teachers.

Literary education.

"You have asked whether I think that the literary side of education, which has of late years been exposed to more formidable competition from the scientific side than was the case of old, could be carried substantially farther among teachers and scholars of elementary schools, so as to produce a wider acquaintance with the best ideas of our time and a greater power of appreciating literary excellence.

"I do certainly think that in this direction education could gradually be much advanced without any great expenditure of additional time or money, if in the first place those who teach the teachers were chosen for thorough competence in such matters, and if, in the second place, the teachers made it a primary object that the children should be initiated into whatever of

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best has been and is being taught and written in England by poets, philosophers, and critics.

"I doubt, however, whether this would be the best way of spending the children's time. It is not likely, in the first place, that improved literary training would tend to any literary *output* of real value. While scientific attainments are of recognised use almost everywhere, there is such a glut of second-rate literary production that the newcomer in that field can hardly hope to supply any real news except his own. So far as my own personal experience goes, moreover, I find literary talent among elementary scholars much rarer than mathematical—or I should rather say that whereas, from various districts which I have inspected, I could count perhaps a dozen boys and girls whose mathematical faculty has been worth cultivating to the full, I have never observed any indication of native *literary* gifts. Where such a gift exists it is less difficult for its possessor than it is for the boy with a turn for science to educate himself out of school.

"I shall perhaps be thought old-fashioned for adding that I think that a child destined to a simple country life is not certain to be the happier for a more intimate introduction into the thoughts and perplexities of the actual age. I speak in no spirit of obscurantism, but the child cannot learn everything; he can learn, after all, very little; and while science is the most stable and progressive manifestation of the thought of our age, it is also often presented in such a fashion as to afford a training in style and diction, as well as in reasoning and observation.

"Such books as Darwin's 'Naturalist's Voyage,' Wallace's 'Malay Archipelago,' Lodge's 'Pioneers of Science,' Ball's 'Starry Heavens,' should, I think, find a place in every school library—unless, indeed, they are lent from time to time by some free library, in pursuance of the commendable practice of the Cambridge Free Library, which lends batches of books to Cambridge schools in turn. I may add that it seems to me to fall within the duties of an inspector to give such help as he can to individual teachers and children who really do show literary tastes, and who may sometimes be much advantaged by guidance in the choice of books.

"Turning to the question of the facilitation of the entry of elementary teachers into the Universities, I am inclined to think that such entry is at Cambridge sufficiently easy already—for boys, at any rate. It is still to be desired that there should be scholarships enough at Newnham and Girton to make it nearly as easy for a girl to get a scholarship there as it is for a boy to get one at a small college. There are newer universities which it may be desirable to widen at the bottom. What Cambridge most needs, I think, is to be widened at the top. It is of more teachers, rather than of more scholars, that our need is urgent here. Teachers at the Universities.

"Moreover, while fully recognising the excellent work done by the Cambridge Day Training College, I do not like to take for granted that the atmosphere of a University must necessarily be better for students than the atmosphere of a residential training college. It seems to me that the post of head of a training college is educationally even more important than the post of an inspector; and if the head of a training college is permeated with the best academical spirit, his authoritative position should enable him to present that spirit to his students in a specially concentrated form."

9.—Drawing.

Mr. Hudson:—

"Since writing my last report on the drawing of the Eastern Division under the new *régime*, I am pleased to note a gradual adoption of broader and sounder educational principles, and occasionally a slight indication of a more progressive and educational course of study. But very much remains to be done to raise the work of an average primary school to a really efficient standard, a standard absolutely necessary if a proper foundation is to be laid for the superstructural work of our continuation and technical classes and schools.

"It is not surprising to find that the usual rural school is one of the weakest links in the educational chain, and the reasons are very evident. Rural Schools.

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First and foremost the weakness of the finances does not admit of an efficient staff to teach the subject; secondly, there is the apathy of the school authorities as to the object or necessity of any form of drawing or manual training.

Staffing.

"The great difficulty appears to be that when additional help is required in small schools, the question of finance (cheap labour) governs the selection of an assistant, rather than the ability to teach. Hence the complaint of head teachers that they themselves have virtually to teach the subject throughout the school.

Low classification.

"Consequently to ease the pressure of work a lower standard of classification is often adopted, as it is almost impossible to give the upper standards sufficient time.

Suggestions for improving teaching power.

(*a*) That every facility be afforded to subordinate teachers (pupil-teachers, Art. 68, &c.) to qualify themselves by attending local classes under County Councils, &c., and if these be not available, by private study and practice, perhaps under the head teacher.

(*b*) That a continuous and systematic course of study be arranged for these assistant-teachers, which will of course improve their teaching power, making their assistance much more valuable.

(*c*) That an essential part of such course must be practice in free-arm drawing from the shoulder, on the blackboard or other suitable surface (prepared straw board, brown paper, linoleum, etc.); these studies should be large and simple, drawn with a bold, free, continuous line, entirely by eye judgment, no mechanical measurement being used for freehand or object drawing. Coloured chalks and black and white may be used for rapid illustrations of object lessons. A few simple principles might be introduced for elementary exercises in design.

"I feel that if the above suggestions were carried out, there would be no difficulty in keeping up the drawing to the standard of the general subjects, and a much better foundation would be obtained for the continuation classes."

I have the honour to be, etc.,

W. E. CURREY

To the President of the Board of Education.

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GENERAL REPORT *for the Year* 1900 *by* J. G. FITZMAURICE, ESQ., *one of His Majesty's Chief Inspectors, on the* SCHOOLS *in the* NORTH CENTRAL DIVISION, *comprising the Counties of* CHESTER, DERBY, NOTTINGHAM, *and* STAFFORD, *and parts of* LANCASTER, LINCOLN, *and* WORCESTER.

MY LORD DUKE,

I have the honour to present to your Grace a report on the state of the North Central Division, to which I was appointed, in succession to the Rev. C. H. Parez, on the 1st of January, 1900. I trust the fact of my having been recently appointed may be indulgently borne in mind by any who may take the trouble to read my report.

I propose to make my observations under the nine following heads:—Attendance, Supply, Article 84 (b), Subjects of Instruction, Voluntary Schools' Aid Grant, Circular 435, Condition of Children, Miscellaneous, Conclusion.

ATTENDANCE.

I begin with "Attendance," for this I consider the most important subject with which I have to deal, firstly, because a bad attendance weakens instruction and is extravagant; secondly, because the habit of regularity at stated times in early youth is an excellent training for the habit of punctuality in later life, and lastly, and this indeed covers the whole ground, because the success of education conducted at school depends on attendance.

Now with what success is the difficult feat of securing attendance accomplished in this division?

Comparison of attendance throughout Division.

The following table shows the percentage of average attendance compared with the number of children on the registers, the last day of the school year during the last two years, in the nine districts comprised in this division.

District.	1899.	1900.
Wolverhampton	85·6	85·6
Stafford	85·0	85·9
Stoke-upon-Trent	85·5	85·1
Lichfield	84·6	84·7
Crewe	83·7	83·1
Chester	83·7	81·8
Nottingham	83·9	81·3
Derby	81·1	81·4
Stockport	76·8	76·0

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The percentage for the division is 83, slightly higher than that for England generally.

Obviously it would be higher, but for the comparatively low percentage of attendance in the Stockport district which is low, among other causes, on account of the number of half-timers in its schools.

Prevalence of Epidemics.

The attendance, it will be observed, is almost stationary, but with a slight tendency the wrong way in 1900; this, I believe, is in consequence of epidemics which have been very prevalent during the last twelve months.

From information which I have received from school boards and school attendance committees in my own district, Derby, I am able to publish the following table. It may be useful in showing to boards, not very successful in getting a satisfactory attendance, what other boards under somewhat similar circumstances have been able to accomplish. In order that this may be fairly done, I distinguish between "Town" and "Country" boards.

Attendance in different areas of Derby District.

"Town" School Boards or School Attendance Committees.	1899.	1900.
Matlock	85·7	85·8
Long Eaton	83·1	82·9
Derby	82·2	80·1
Chesterfield	80·6	81·6
Belper	80·0	81·6
Glossop	76·6	76·1
Buxton	72·6	74·8

Buxton.

The Buxton School Board, last on the above list, profess themselves satisfied with the attendance at their schools. The lowness is ascribed to the irregularity of children under five years of age, and, in the summer, of children over fourteen years of age; but of the latter, it may be remarked, there are only twenty-three. No special efforts appear to be taken to improve attendance, yet it has improved 2·2 in the last year.

Matlock.

Matlock, which heads the list, and is, like Buxton, a resort of tourists and invalids, is not satisfied with a much higher percentage. Mumps, measles, scarlet fever have, it is said, temporarily affected the attendance.

Derby.

Derby is not at all satisfied with its percentage. Mr. William Bemrose, the chairman of the school board, in his annual address for 1898 thus expresses himself:—

"To-day, seventeen children out of every hundred are absent from school. One half of these children are not absent from illness, but from *most trivial* causes, which might easily be overcome by a small effort on the part of the parents, more especially the mothers. Will this appeal be made in vain?

"Parents, for a small present pittance of a weekly wage, are willing to sacrifice the future prospects of their children. This running about the streets as errand boys encourages habits that most thoughtful parents will make some present sacrifice to avoid. When a youth's career is decided upon, it is far better to let him go direct from school to his future work

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mentally well equipped, than to let him go as an errand boy for six or twelve months, having forgotten a great part of what he has learned and then be told, as is often the case, that he is not well enough educated for the situation he seeks.

"All is now being done to educate the children during the time the parents will allow them to attend school under the present regulations. Their school time is fully occupied. The only chance for a child's further development and education lies in the child remaining for a longer period at school.

"I therefore most earnestly appeal to parents to make some effort, some sacrifice, to equip their children with the weapon of education, without which they will have but little chance of bettering their position in the battle of life."

And in his address for 1900 he thus speaks :—

"It is computed that, if all the children were in attendance who ought to be, after due allowance for unavoidable absences, the saving to the rates would amount to about £1,800.

"The Board desires to acknowledge the help the Magistrates are rendering by greater and more consecutive stringency. If the amount of the fine is increased, as now proposed by Parliament, the Bench will have greater leverage for getting these children into school.

"To show the necessity there is for greater stringency, I have to record that, amongst the Boroughs of England in School Attendance, Derby has the unenviable position of being 35th on the list, out of 65 County Boroughs."

Chesterfield is dissatisfied with a percentage of 81·6. This Board have instituted 471 prosecutions in the last two years, and five children have been sent to industrial schools. The clerk adds to this information: "But for constantly prosecuting, our attendance would be much lower." Chesterfield.

This indifference to education on the part of Chesterfield parents is consistent with the fact that there is no evening continuation school in that borough.

Long Eaton, second on the table, is only "fairly satisfied" with 82·9. This I expected, for the Long Eaton Board is determined to make education successful in its area. Long Eaton.

At Belper and Glossop half-timers injuriously affect attendance.

"Country" School Boards.	1899.	1900.
Killamarsh	90·5	85·6
Eckington	84·7	87·1
Shirland and Higham	(not given)	85·4
Dronfield	84·6	84·9
New Mills	(not given)	83·0
Newbold and Dunston	79·0	83·2
Alveston and Boulton	83·6	80·0
Brimington	79·3	85·3
Bolsover	76·5	78·7
Melbourne	75·2	78·4
Hasland	75·5	75·5

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Killamarsh. Killamarsh has reason to be satisfied with attendance at its endowed school, but the whole is lowered by the board school attendance, and

Shirland, etc. assiduous efforts are being made to improve it. Shirland, Dronfield, Newbold, Alvaston, and Brimington are satisfied with the attendance

Eckington, etc. at their schools; not so Eckington, New Mills, Bolsover, Melbourne, and Hasland.

Causes of low attendance. The chief causes for low attendance are stated to be "laxity of parents, leniency of magistrates, area too large for attendance officer, distance, migration of population, epidemics."

I believe the local authorities generally are more alive to their duties, and, had it not been for serious epidemics, the attendance this year would have shown improvement.

Best School Attendance Officer. To conclude my remarks on attendance, I say that the good teacher is the best attendance officer, and that the man who says persuasively, "Come in," is more potent than he who says compulsorily, "Go in."

Mr. Joad, Wolverhampton. "The percentage of average attendance for the district as a whole continues at about 86. As a matter of fact, it is considerably exceeded in certain attendance areas in the district, which can show 90 per cent. and upwards, although not differing sensibly in the circumstances or character of the population from neighbouring areas where attendance is not so good. The difference appears to be due to the fact that some attendance authorities have made continuous and systematic efforts after regularity for a long period of time, and have thus created among the people a tradition or habit in its favour, while others can only be induced to use pressure, if at all, in a fitful and intermittent manner, for fear of incurring unpopularity with their constituents.

"There have been 3,791 cases of prosecution for neglect to attend school, and 3,620 convictions. The high proportion of convictions to prosecutions indicates that the cases have been wisely selected by the attendance authorities, and that the magistrates have as a rule co-operated with them in their efforts to improve the attendance. In some of the areas,

Should compulsion in Wolverhampton be carried further? and notably that of Wolverhampton, it would appear that compulsion cannot judiciously be carried much farther, without a danger of inflicting real hardship, and forcing into school children who are not in a fit condition to come."

Mr. Joad gives a table of statistics, so carefully and elaborately drawn, that I hope space may be found for it in this report. See Appendix.

Mr. Colt, Lichfield. "A considerable portion of the Black Country lies in the Unions of West Bromwich and Walsall; coal mining is largely carried on in Cannock Union, potting in Tamworth and Burton Unions, while considerable portions of the two latter and of Lichfield Union are purely agricultural.

Attendance good in spite of opportunities for child labour. "It may, therefore, be supposed that with so many industries in which child labour would be useful the attendance at the Elementary Schools would be low and irregular, but I am happy to say that quite the contrary is the case.

"Between one-fourth and one-fifth of the total population is on the school books, and 84·7 per cent. of that number is present every time the schools open. In many boys', girls' and mixed schools the attendance never falls below 90 per cent. for the year.

Influence of teachers is the cause of this good attendance. "It may be asked how such a desirable state of things is obtained. The answer is simple.

"It is the good and kindly influence of the head teacher and staff and the cheerful appearance of the school that attract."

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"The county of Stafford ranks fairly high, the percentage of attendance being 84·65 against an average of 81·9 for the English counties generally, and Hanley stands at the head of the county boroughs with a percentage of 87·8. Mr. Fowler, Stoke-upon-Trent. Attendance at Hanley.

"The general attendance in the *rural* schools remains in much the same state. I have succeeded in obtaining returns of the attendance in the various schools in each union from only one school attendance committee From another I was informed that they could not give me the required information. A third committee did not even reply to my application. Schools. Attendance Committees slack! Leek Union.

"The percentage of attendance in the Leek Union is given as 79·6. It varies greatly in the different schools, ranging from 95 per cent. to 67 per cent. The above mentioned union is the only one, as far as I am aware, in which there is any properly organised attempt to grapple with the question."

My experience of some 26 years as an H.M.I. leads me to the conclusion that school influence and surroundings are the proper inducements to regular school attendance. I have visited schools where the school attendance is not satisfactory and where personal tact and sympathy and bright and cheerful rooms are not to be found; and, on the other hand, I have visited schools located in unpleasant districts and where the attendence is beyond praise, and this I put down to the credit of school managers, who are responsible for school surroundings, and to school teachers whose kindness and practical sympathy act as loadstones upon their pupils." Mr. Morgan Owen, Nottingham. Attendance greatly dependent on influence of managers and teachers.

"I think there has been some improvement in the attendance of the children, but it is still far from satisfactory, and is likely to remain so unless the willing co-operation of the parents can be secured. An endeavour has been made in Longton to increase the interest of the parents in the schools by having a certain number of open days during the year, when the parents and relations of the scholars are invited to visit the schools and see the children at work. I understand that the experiment has been attended with great success so far. I don't see why this plan should not be tried in other towns. Mr. Yarde, Stafford. Good attendance requires co-operation of parents.

"It has only recently come to my knowledge that in the Shifnal Union the school attendance committee meet about four times during the year to consider the reports of their attendance officers. Such an arrangement is no doubt extremely convenient for the committee, but, as has been pointed out to them, is not conducive to the satisfactory discharge of their duties. Quarterly meetings of the Shifnal School Attendance Committee.

"Judging by departmental statistics school attendance calls for special attention in this district. The causes of absenteeism are manifold. It is curious to note that the attendance at schools in the country and in the suburbs is often better than in the towns. In Stalybridge borough, which includes a rural area, the attendance improves almost in direct ratio with the distance from the centre of the town. The teachers in this town suggest that attractions such as funerals, travelling shows, and parties are the chief causes of irregular attendance. Mr. F. T. Howard, Stockport. Causes of low attendance.

"The lack of agreement among schools in the towns to commence and end their holidays together, along with the increase in the number of irregular holidays, particularly since the introduction of Art. 84 (b), tell against regularity of attendance."

Mr. Howard complains of the dilatory action of magistrates and school attendance committees and then proceeds:—

"One instance of irregularity I have watched with peculiar interest. Instance of irregularity

"A boy, habitually truant, was ultimately ordered to attend a particular school. No attention was paid to this order and in a few months, though well under age, the boy was in the employ of the chairman of the magistrates who issued the order.

The last I heard of the boy was his dismissal from the place for theft

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Antagonism to Education.

"All round the spirit seems antagonistic to education. The parents save school pence by keeping the child at home. The attendance committees complain that school teachers cause irregularity by sending home so many who attend but fail to bring their school fees. The individual members of these committees too often fear their electors, and it is not unknown for a magistrate to calculate the effect on the rates of sending a child to an industrial school, and by his estimate influencing the judgment of his brethren on the bench."

Monthly half-holiday.

A mode of stimulating good attendance in the "Potteries" is to grant one half-holiday in the month to any school in which the monthly percentage of attendance reaches 90.

Supply.

Accommodation in Public Elementary Schools is satisfactory.

Whatever deficiencies there may be in other items of supply, I can report satisfactorily of the first and most important, *i.e.*, accommodation in (ordinary) public elementary schools throughout the division.

Where there is any deficiency, it is recognised and is being cured with commendable promptitude.

Mr. Yarde, Longton. Queensberry Road Board School.

"The Queensberry Road board schools were opened last year as higher standard schools and were examined in January, 1900. The buildings are excellent, with gymnasium and woodwork, cookery and laundry rooms adjoining. The fact that the number of children in Standards V., VI., and VII. has risen from 593 in December, 1899, to 840 in July, 1900, is in itself a proof that the people of Longton appreciate the advantages offered to their children by the opening of these schools."

Mr. Sneyd Kynnersley, Chester.

Important New Schools.

"Two important schools have been added. One, at Seacombe, is interesting as being the first really well-planned board school that has been built in the district. It is practically an enlarged copy of Mr. Robson's school at St. John's, Chester. The other is still more important, because it is the new practising school of the Chester Training College. It is intended to teach the students what they should admire in school architecture. Its predecessor taught them what they should avoid. These are the only noteworthy additions. But in every corner of the district the aid grant has brought increased comfort and increased facilities for teaching. We have got windows that admit light and air; we have grates and stoves and hot water pipes; and we have desks for the smallest baby. A three years' campaign will be required to cure the evil of open unceiled roofs, which fail to keep out heat and cold. It will be left for my successor to induce managers to have the school walls plastered on the inside. At present this seems a mere dream."

Mr. Joad. Arrears of Supply at last overtaken.

"It is now possible, for the first time since I have known the district, to refer with satisfaction to this important subject. Arrears of school building have at last been overtaken, and in most parts of the district schools can be found with some spare room in them, to which children can be admitted immediately on application. It is impossible to overestimate the importance of this in connection with the attendance, with good organisation and classification, and with general health and ease in the daily working of the schools.

"During the past two years the school boards have built nine new departments and ten new classrooms, and the voluntary bodies six departments and fourteen classrooms. The nett increase in the accommodation of the board schools has been 2,840 places, and in that of the voluntary schools 1,662 places, making a total increase of 4,502 places. In addition to the above, three cookery centres and two centres for woodwork and metal work have been added by the Wolverhampton school board to those already existing in the town. The same board has also erected and recently opened a fine pupil teacher school, with a separate department of upper standard children, to serve as a recruiting ground for pupil teachers."

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"School libraries are gradually being formed, but some of the school boards do not help so much as they might in furthering their establishment. What seems to me a good plan is in operation in one school, and I believe works successfully. It consists mainly in getting the children to subscribe a very small amount annually, and allowing a certain number of books to be withdrawn at the end of the year and distributed amongst the scholars. In this way they begin to form a small collection of books for themselves at home, and it is hoped by this means to implant some love of books. Mr. Fowler. School Libraries

"Playgrounds, especially in the urban voluntary schools, are in many cases inadequate. These are generally cases of schools in which the surroundings preclude extension and enlargement, and no alternative exists between leaving things as they are and condemning the premises altogether." Playgrounds

In the provision of school premises the inadequacy of playground space is a striking feature. Even the modest recommendation of one-quarter of an acre for every 250 children is not always met. Obviously want of space and want of money are the difficulties, but I hope that in time it will be possible to cure the latter by diverting the money now spent in enforcing the compulsory bye-laws into the pleasanter channel of providing more adequate space for play.

Swimming baths are being built for the use of both boys and girls by the school boards of Chesterfield and Long Eaton. Swimming.

"Great interest has been taken in swimming, and most of the larger boards make a great point of this both for boys and girls. In this connection I regret to see that the Hanley School Board have recently decided to drop the question of providing new baths in the elementary schools. The bath accommodation of the town was, it was agreed, quite inadequate. As the chairman said, 'moving daily amongst the homes of the people, he saw the necessity of the use of more soap and water amongst the children, and he could assure them the necessity was a real one. It was impossible under the present conditions for any of the older school boys to get a bath more than once in nine days.' This does not touch the facilities for a more widely extended knowledge of the art of swimming which the proposed new bath would have afforded. It is to be hoped that the next board will not allow the matter to drop again as the Town Council have refused to deal with it." Mr. Fowler

Mr. Gleadowe reports that there are facilities offered to children of public elementary schools to learn swimming at Winsford and Northwich in water made as salt as sea-water, and that at Macclesfield girls from the board's evening classes are taught swimming.

The Midland Institution for the Blind in Nottingham was built 50 years ago. Schools for Blind Children.

It accommodates 67 residential and boarded-out pupils and 13 day pupils.

At the end of a good report on the work of the elementary school H.M. Inspector says: "Enlargement of the premises is most urgently required. Both increased school and recreation accommodation is wanted."

The managers are fully aware of this necessity, but the position of the premises makes the question of meeting it very difficult.

The Royal Institution for Deaf and Dumb in Derby and the North Staffordshire Blind and Deaf School, both in this division, are reported upon by H.M. Senior Chief Inspector of Schools, Mr. King. Deaf Children.

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Mentally Defective Children.

In the Derby district there is no school or class for these poor children, nor am I aware that there is any pressing necessity for such provision.

Mr. Morgan Owen reports that there are six classes for mentally defective children under the Nottingham school board.

Stockport needs but lacks such schools.

Mr. Howard is of opinion that the authorities in the Stockport district are deterred by a consideration of cost from establishing such schools, although (he adds) there can be no doubt as to their necessity.

Manual Instruction.

I owe the following interesting remarks on manual instruction to Mr. Neville, Sub-inspector of Manual Instruction.

"The schools taking this subject in the North Central Division numbered in 1898—97; there are now 133, thus divided:—

Nottingham	31
Chester	29
Wolverhampton	25
Derby	18
Crewe	12
Lichfield	10
Stoke	6
Stafford	2
Stockport	0

Very rare in rural districts.

"Manual instruction is a very rare subject outside the following places:—Belper, Birkenhead, Chester, Derby, Hanley, Longton, Macclesfield, Nottingham, Wednesbury, Whittington, Willenhall, Wolstanton, and Wolverhampton. It is obvious that it is not taken in many large towns, and is practically unknown in rural districts.

"Some of the reasons for this are, firstly, hesitation on the part of managers to incur the not inconsiderable initial outlay; secondly, disinclination or inability on the part of teachers to take up the subject.

"There is in a subject so immature much room for improvement in the character, graduation, quality and treatment of the work.

"It is fortunate that manual instruction cannot be properly given except on the lines of individual instruction.

Subject for individual not class teaching.

"Yet a large proportion of those who teach the subject endeavour to deal with it by class teaching methods.

"The individual is lost sight of in the class; the class is regarded as the unit. The class-unit does *a* drawing; the class-unit makes *a* joint or *an* object; the individual, whose fingers are all thumbs, sets the pace for the class-unit, and the rate of progress is determined, not by standards of individual capacity, but by a standard of time. Manual instruction is unique among school subjects in the abundant facilities it affords for object teaching, instruction by means of the senses, and not the least of these is the 'muscular sense.'

"Yet teachers will lecture and lecture, and conscientiously believe that they are teaching or educating in the best possible way; it is a matter of *words*, not of *things*—of *listening*, not of *observation*.

"No burden of investigation or experiment is cast on the boys; they are not trained to inform themselves through their own 'sense-impressions,' nor to inform others by converting those sense-impressions into simple and accurate language.

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"Accuracy in working is a *sine qud non*. Without accuracy there can be no satisfactory training of the hand and eye, for if the faults be obvious to the hand and eye of the dull boy, there can be no true training for the hand and eye of either that boy or other boys less dull. Accuracy indispensable.

"If the work is inaccurate, less skill is needed to do it, and hence the hand does not acquire that skill and dexterity which it should.

"The skill of hand and training of eye acquired, when accuracy is demanded by working in wood or other material, becomes a part of the boy's nature, and a most valuable asset when he starts in life as a watchmaker, blacksmith, surgeon, sailor, or tradesman of any kind.

"The so-called schemes used for instruction are, in many cases, copies of some crude productions made up without regard to sound educational principles, and hence are not formative in their results.

"So long as teachers are satisfied to remain mere imitators and are content with narrow views of the work, and do not express their own individuality in drafting schemes, so long will manual instruction be spiritless and of little value. Individuality in teachers is necessary.

"Too much machine sawn wood is used in many centres.

"Single benches (*i.e.*, a bench for each boy) are preferable and should be fitted with tail vices.

"In most places the boys set out their drawings in the manual instruction room, and it would be a great advantage if this practice were invariably and universally followed.

"The teacher of woodwork, too, should always give the instruction in drawing."

Later in this report I propose to say a few words on Manual Instruction in connection with Circular 435.

In the future an inspector may have much to say on the subject of these Higher Elementary Schools, but at present any detailed criticism would be premature. Higher Elementary Schools.

I am indebted to Messrs. Burton and Roberts, members of my staff, for the following table and remarks :— Evening Continuation Schools.

—	Number of Evening Continuation Schools.	Number of Scholars Present.	
		First Visit.	Second Visit.
1897-8 - - -	105	5,198	4,106
1899-1900 - - -	117	4,428	3,413

"The above table shows an increase in number of schools, but decrease of pupils, and in both years a falling off at the second visit. Efforts to improve attendance]

"The teachers do their best to make the schools successful. The parents of scholars are visited, and a choice of subjects is offered.

"Fees are nominal, periodicals and games are provided, and social evenings are arranged. But the teachers meet with many discouragements. Many scholars leave school as soon as they pass the exemption standard or can secure an attendance certificate.

There follows in many cases a break in study, and when after a year or more the pupils resort to the evening school, they are found unfitted for real continuation work, and much time is wasted in trying to recover the lost ground.

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"Again, much of the value of the teaching in science is lost from the students' neglect to study the notes of the lessons given to them.

"Progress in shorthand, too, is disappointing because of the lack of practice by the students.

"Attendance is generally better where a fee is charged. This fee is usually returned at the end of the session to a student whose attendance has been satisfactory."

Best means for securing attendance.

I feel convinced that the best evening school attendance is attained where the Headmaster of the day school also undertakes the evening school. He is the best bridge by which the pupils leaving the former can be led to attending the latter. Of course evening work after day work is trying, and, therefore, to avoid "burning the candle at both ends," managers should in such cases provide the Headmaster with a very strong staff of teachers to support him.

Aid given by Derbyshire County Council.

The Technical Education Committee of the Derbyshire County Council has assisted about one hundred evening continuation schools in the past year. To encourage science teaching, bearing on agricultural work, it differentiates the rate of payment in favour of schools where such teaching is given experimentally.

By means of Saturday classes at Derby, Chesterfield, and New Mills it affords opportunity to a considerable number of teachers, especially those who may teach in evening schools, to familiarise themselves with the construction of simple apparatus and the methods of experimental demonstration.

The subjects of instruction have been physiography, practical chemistry, and the life history of a plant, with a view to its successful cultivation.

"The strictly rural evening schools are few in number, and in only one or two of these has there been any attempt made to adapt the curriculum to the everyday life of the student, and in these few cases the success has not been great.

Mr. Fowler.

"The County Council has aided financially most of the rural schools on the condition that half the time is to be devoted to subjects within the meaning of the Technical Instruction Act of 1889, and these subjects include many that are eminently suitable, but few of these particular subjects have been attempted. Some difficulty has arisen with regard to the teaching of arithmetic in the schools aided by the County Council. The Council cannot give a grant for instruction in elementary arithmetic, and consequently the teacher is either forced to do without the grant, or else he has to take commercial arithmetic—a special and more advanced course—which has proved beyond the capacity of the scholars.

Special Scheme of Rural Arithmetic.

"To meet this difficulty the Technical Committee have issued a special scheme of *rural* arithmetic, which has been approved by the Board of Education, and is based upon correct and *practical* lines. It remains to be seen whether the teachers will be able and willing to adopt this course."

Payments to Rural Evening Schools on Population Grant principle.

Mr. Ballance, Sub-inspector in the Chester district, advocates payment to small rural evening schools on the principle of grants under Articles 104 and 105

Mr. Joad remarks :—

"It is very satisfactory to mention that during the past four years the number of evening schools has constantly increased, and very few indeed have been closed again after having once been opened."

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Speaking of various modes adopted for popularising evening schools, he adds:—

Novel mode for securing attendance.

"A novel and effective plan has been adopted in one instance which is worthy of imitation elsewhere. A committee of twenty of the best scholars has been formed to manage the attendance. Before them are brought cases of irregularity of attendance on the part of their fellow-scholars, whom they suitably admonish, where necessary, to attend better. They also relieve the teacher in other matters of detail and generally do all they can to keep the school together.

Suggestion of compulsory attendance.

"This is the crucial difficulty in the way of successful work in night schools. That work can never be as successful as it might and ought to be, especially from the point of view of continuation, until a system of compulsory attendance is introduced, under which a child enters a night school as a matter of course immediately on leaving the day school."

As to compulsory attendance at evening schools, recommended by Mr. Jond and others in this division, I will give my adherence when the day school attendance throughout England exceeds an average of 90 per cent. on the numbers on the books.

Mr. Morgan Owen.

"I have nothing but praise for the evening continuation schools as a whole in this district.

Excellent work.

"The subjects of instruction are, as a rule, very suitable ones, and the superintendence and guidance of the pupils call forth very warm words of commendation."

I purposely follow Mr. Morgan Owen's satisfactory remarks on these schools in the Nottingham District, with a few words on the same subject from Mr. Howard, of the Stockport District.

The educational spirit in the two districts is very different, and the difference is confined not only to the matter of evening schools.

Mr. Howard. Unsatisfactory as far as Continuation is concerned.

"There is a general complaint among the teachers of the unpreparedness of the scholars for anything like advanced work. How can it be otherwise in a district where children leave school as soon as the law permits, after spending the most valuable period of their school life as half-timers?

"It is very disheartening that where there is an excellent day school for girls with all the seven standards, the teacher of the evening school held in the same building finds it necessary to begin the session with a revision of the compound rules as taught in Standard III."

I cannot pass from the subject of evening schools without giving a short account of two in adjoining parishes, both doing excellent work, but attended by very different pupils.

Whittington Moor.

The first is the Whittington Moor Evening Mixed School, under the charge of Mr. Bell, Headmaster of the day school.

It is the largest evening school in the Midlands. Many of the male pupils start the day at 4 a.m., to go to iron works or coal pits, but I noticed no sign of fatigue in them when attending the evening school.

There is an air of reality and cheerfulness in the conduct of this school that assures its success. It is open twice a week. The first half-hour is spent in looking at the illustrated newspapers, or in conversation with the teachers as to home work.

The Code Time Table then is followed, and the subjects of instruction are of the most practical character.

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The girls' needlework is enlivened by the services of a friend, who, while they work, reads out a story. At nine o'clock follows the Recreative Time Table, and in this are comprised lantern lectures, musical drill, concerts, etc.

Whittington Brushes.

The second school is only for women, and is, I think, rather unique in the age of some of its pupils.

There are on the books of this school 37 women.

Two are between 20 and 30 years of age.

„	„	30 and 40	„	„
„	„	40 and 50	„	„
„	„	50 and 60	„	„
and three	„	60 and 90	„	„

It will be noticed that these "pupils" have taken ample advantage of the abolition of the age standard for admission to evening schools.

Their attendance also is remarkable, for they come most punctually undeterred by distance, darkness, lonely roads, and bad weather.

I ascribe this to the tact and energy of the head mistress.

Pupil teacher centres.

There are pupil teacher centres at Derby, Chesterfield, Long Eaton, open all the week and specially staffed. At Whittington and Belper the pupil teachers meet on Saturday and two nights in the week, and their instruction is conducted by teachers employed in the day schools.

There can be no doubt that the work of pupil teachers taught in well-organised centres shows considerable advance on the work done under the old system. The danger to be guarded against is lest the pupil teacher who spends so much time at the centre should lose touch with the school to which he belongs, and not have sufficient practical experience in teaching.

Pupil teacher Report Book.

Practical teaching in lesson giving.

The Pupil Teachers' Report Book, used by London pupil teachers, whether belonging to Voluntary or Board Schools, will, if properly filled up, form a strong link between the centre and the school, and the system in practice under the Nottingham School Board is so admirably adapted to ensure good teaching on the part of pupil teachers that I must give a brief account of it.

Mr. Hughes, the head master of the pupil teacher centre, gives lessons at the centre on method. He revises the pupil teachers' notes of such lessons. The centre is staffed at the rate of one teacher for every forty pupils, and this allows him leisure to visit the schools in which the pupil teachers are employed twice a year. He tells the pupil teachers of a particular school that he will come and hear them teach. Thus warned, they look up their revised notes; Mr. Hughes hears them give lessons, and when they are over he draws the pupil teachers' attention to any points they may have overlooked. I wish such a system could be generally followed. One thing indispensable for its success is tact on the part of the centre head teacher.

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"Male pupil teachers appear to be in danger of becoming an extinct species. At a recent examination I counted only four first year's pupil teachers out of a total of nearly 200. Since my last report, a considerable step in advance has been taken in connection with the teaching and training of pupil teachers in the Potteries. I had some hopes that *all* the Pottery towns might have been induced to combine in establishing a large centre for pupil teachers for the whole of that district. This, however, fell through, and instead two central classes have been opened, one for Hanley and Stoke, under the united Hanley and Stoke Boards, and another for female teachers." Mr. Fowler. Male pupil teacher and the Great Auk. Hanley and Stoke School Boards.

"The Birkenhead School Board has established an excellent pupil teacher centre, the only one in West Cheshire. It is attended by the great majority of pupil teachers in the borough, whether voluntary or Board, and by a few from neighbouring parishes." Mr. Sneyd Kynnersley. Birkenhead School Board.

"The advantage of collective teaching has at last been recognised, and there are now fairly large and well-established central classes at Crewe and Macclesfield, and a newly-formed Church centre at Northwich. All these are under voluntary management, and the instruction is divided between the teachers of the several schools or departments." Mr. Gleadowe. Central classes at Crewe, Macclesfield, and Northwich.

There is no doubt that the system of central classes, which is now general in the district, is having a beneficial effect on the work of the pupil teachers. Mr. Joad.

This is proved by the results of recent Government examinations, which have been as follows :— Work of Pupil Teachers improved by he system.

—	Good.	Fair.	Below Fair.
For year ending August 31st, 1898 -	75	229	138
For year ending August 31st, 1899 -	88	173	73
For year ending August 31st, 1900 -	120	159	80

The Queen's Scholarship results for December, 1898, were—19 1st class, 59 2nd class, 41 3rd class, 38 failures; and for December, 1899—30 1st class, 63 2nd class, 58 3rd class, 26 failures.

After remarks on the difficulty of getting good material for pupil teachers in the Stockport District, Mr. Howard proceeds :—

"It has been found possible at Stockport to establish classes for at least two half days in the week, and in other places the pupil teachers get more time for study than formerly. The need for a more widespread system of relief is fully recognised, but the financial strain on the schools of putting it into effect would be too great at the present time. Mr. Howard.

"The Stockport pupil teachers' centre has placed itself in closer touch with the managers and teachers of the day schools, and has endeavoured to arouse enthusiasm through meetings, conversaziones, and lectures on special subjects. Stockport.

"The centre has also instituted regular visits of the pupil teachers to schools, and has arranged for classes of school children to come to the centre for criticism lessons.

"The Ashton-under-Lyne centre has engaged an elocutionist to improve the reading and recitation, and, like the Stalybridge Centre, has made use of the University Extension Lectures." Ashton-under-Lyne and Stalybridge utilise University Extension Lectures.

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ARTICLE 84 (*b*).

Inspection under Art. 84 (b).

I think that the abolition of examination has been justified by its results.

There may be less accuracy, but there is more acumen, less finish but more freedom. A master said to me a few days ago, "Five years ago I should not have liked you to examine Standard II. in the work of Standard I., now I should not fear the result." If this is true, could there be a more sweeping condemnation of the older system?

Labour Certificate Examinations.

The results of the Labour Certificate examination are cited by those who deplore the substitution of inspection for examination, so I give the percentage of passes in this district for the last five years:—

—	Percentage of Passes.
1895 - - - -	56·0
1896 - - -	59·1
1897 - - - -	56·7
1898 - - - -	61·0
1899 - - - -	55·3

These figures do not show any alarming falling off; it should also be borne in mind that the candidates for these certificates are seldom the best children of a school.

Mr. Howard

"It is useless to conceal from oneself that the system does not suit all The teacher whose heart is not in the school finds the tests simpler and the judgment of a more generalised character, and he takes advantage of the position.

"Likewise it should be remembered that we have moved exceedingly rapidly, and in this portion of the country there are still many managers and employers of labour who regard the system with suspicion as not producing the useful boy who can distinguish between work and play, and who can, so to speak, bring up his knowledge to the front at a fixed time. Now that a child can leave school by age and attendance only there is no incentive (excepting always that thirst for knowledge with which all are not endowed) to take that interest in the school work which is necessary if a teacher's labours are to be fully effective.

There is at present no final proof of a child's attainments.

"While deploring a return to anything like the preparation for the yearly examination, in my opinion it is advisable that children and parents clearly understand that sufficient evidence of a modicum of knowledge must be forthcoming before school life can be said to be ended.

Leaving Certificate.

"Regarded in such a light a leaving examination would no longer be a test for payment of grants or of a teacher's powers, but rather as a useful aid to the working of a school where yearly promotion is looked on by parents as a right not to be encroached upon by teachers."

I cordially agree with much that Mr. Howard says about the "leaving certificate," but I think there should be no compulsion in the matter.

Let it be an honour for which the scholar quite voluntarily competes. The advantages that would result from such a system are numerous.

Mr. Fowler.

"The methods of teaching generally show advance and improvement, and much care and pains are taken in arranging and mapping out the work in well-planned schemes, but it is important that these schemes should be systematically adhered to and carried out if they are to produce good results. There is undoubtedly much steadier work."

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"There are now only about half-a dozen schools subject to formal examination. There are many which have reason to rejoice that they escape the more searching test. The new method is still on its trial, but we are better able to estimate the gains and losses. Mr. Sneyd Kynnersley.

"The principal gain is in the methods of teaching. This extends over nearly the whole of the subjects taught in school. Especially it includes preparation of work by the teacher. If good methods always produced good results the gain would be immense. Unfortunately it would be rash to make this assertion. It seems to be necessary that the method should be good not only in itself, but also in the hands of the user. What for instance, can be clearer than that word-building is the proper method of teaching spelling, and that the Battologue or Vain Repetition method is wrong? But the jerry builder of words soon produces disaster.

"On the whole it may be said that the records of progress are very fairly well kept. But the exercise books are too often unsatisfactory. They contain dictation exercises: but the hard words have been written on the blackboard, and have been explained. They contain essays in stilted English, which have been learned by heart from cards and books: letters which have been written on the black board and copied: anecdotes which have been first written on slates, corrected by the teacher, and then transcribed: sums which have been worked on slates, and similarly corrected and transcribed. What we want is an instrument that marks progress. What we get is a sundial that only marks the hours that shine. Records of progress are satisfactory, but not exercise books.

"Nearly all the schools in the district are now exempted from annual examination, and on the whole I can say the new system is working well. Mr. Gleadowe.

"The paper work is not as accurate as it used to be, but the children generally are brighter and happier, and there is without doubt more life and intelligence in the teaching.

"In arithmetic, at least in good schools, methods and principles are receiving much more attention. The good effect, too, the change has had upon discipline and organisation as well as upon cleanliness and good habits is very marked and pleasing."

Mr. Danby at the end of his last report advocates visits being paid by teachers to other schools. Visits by teachers to other schools

We learn, or ought to learn, by visiting so many schools, and therefore I feel sure it would be well for teachers to have the same advantages extended to them as far as possible.

A teacher often listens to me with a civil smile as I tell him of some excellent work done in another school, but I should feel much more assured of his belief in such work if he could see it with his own eyes.

One of the advantages which we trust may flow from the introduction of inspection under this article is longer duration of school life, and I therefore give for this district the following table, which, though not very instructive at present, may be usefully recorded for future comparison:— Duration of school life.

Year.	Number on Books.	Children over		
		Twelve.	Thirteen.	Fourteen.
1899	45,796	3,788	1,449	358
		p.c. 8·2	3·1	·7
1900	59,127	4,185	1,557	425
		p.c. 7	2·6	·7

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Subjects of Instruction.

Reading.

So much has been well said and often said about the "three R's," class and specific subjects, that I will say little about them, leaving more to be said by my colleagues.

All agree that reading is the least satisfactory subject. Children now rarely spend five hours a week in reading; but for this purpose suppose them to get that time, quite a maximum.

The balance of the school hours is 22; add to this 56 hours spent in sleep, and deduct the sum 78 from the hours of the week, 168, and the remainder is 90 (ninety) hours during which, in most cases, the child is in an environment where faulty language is common!

Odds against it, 18 to 1.

The odds, therefore, against correctness of language are 90 to 5, or 18 to 1.

The child's environment does not set itself consciously to work to undo the teacher's efforts, but it does this by the most potent force, *i.e.*, example, and the example of the careless speaker is more potent than the precept of the careful teacher!

This baneful influence is not at work against any other subject of instruction, certainly not in the same degree, and so the cry is ever raised, "Reading is the least satisfactory subject," and it is true.

I add a few of the suggestions I make to teachers as to the management of a reading class: "Let the child stand in the best light, keep the book well away from his face, turn to the majority of his listeners, and let the teacher follow the reading with his ears only, and not with his eyes"—*i.e.*, the teacher, having previously read the lesson, should have the book close at hand for reference, but not follow the reading by looking at it.

Mr. Joad.

"The main object of the teaching of reading in the elementary schools should be to give the children the power of gathering information from what they read, so that they may learn to read for pleasure and profit. The external characteristics of good reading derive what importance they have in this connection from the fact that they help to make the meaning clear.

"But the teacher, knowing he has but a limited time, is apt to make the lesson a mere verbal exercise and nothing else, or at most he takes a few special words and substitutes synonyms for them by way of elucidating the general meaning. Since it may be presumed that the author has already used the best available word to indicate his meaning, the synonym, as often as not, serves only to obscure it, and in any case it hardly touches the subject matter at all.

Best mode of giving a Reading Lesson.

The teacher wants a settled plan of procedure by which he will duly divide his time between mechanical reading and exposition of the subject matter. Having regard to the total length of the lesson, it is probably the quickest and most effective way for the teacher to summarise the general drift of each paragraph *before it is read*, telling the children the substance of it in a few well chosen words. This is one of the ways in which the previous preparation of the reading lesson by the teacher makes itself felt in class. The children will then feel as they read that it is telling them what they were led to expect it would, and almost unconsciously they form the habit of attending to the meaning as they go along."

Writing

It is rare to find the majority of children sitting up properly when writing. This is important for eyes and health.

The epidemic of angular, overspread, vertical, and backward writing, and that marked by excessively heavy down stroke and correspond-

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ingly light up stroke, most trying to read, is, I trust, rapidly passing away.

Mr. Joad. Composition

"Composition is probably the most difficult of all the subjects taught in an elementary school. The youthful age of the children, the poverty of their vocabulary and ideas, their small literary experience, and, above all, the fact that they hear so little correct English spoken at home, will always be obstacles in the way of good results in this subject. Moreover, the rules for writing good composition, other than those which relate to the syntax of the individual sentence, are necessarily somewhat vague, whilst rules for teaching others to write it, appear to be almost non-existent.

Points needing attention.

"It is by no means necessarily the case that commonplace subjects such as, 'How I spent my last half-holiday,' or 'Describe the policeman's life,' or 'The town you live in,' are the best for this purpose. They are wanting in interest for the children, and are often very hard to write about well. Subjects upon which the teacher can give the children interesting information, and can arrange that information under suitable heads, will give better results both from the point of view of good composition, and also as enlarging the general information and intelligence of the children. In the case of letter writing, the subject should be personal, and not academic or scientific in character. Circumstances should be imagined and statements made about them such as would be likely to call for the writing of a letter. It is manifestly absurd to write a letter beginning, 'Dear mother, iron is a mineral and is dug out of the earth,' and ending, 'Saucepans and pokers are made of iron. I remain your affectionate son, &c.' Yet the children are not infrequently required to do this, to teach them the 'letter form,' as it is said. The compositions, as finally presented, should neither be a mere list of haphazard, unconnected jottings, nor, though the ideas are the same, should they be expressed verbatim alike by every child. Both of these faults are common: the one shows too little teaching, and the other too much, leaving the children little scope for practising the formation of their own sentences."

Mr. Fowler.

"Composition is still far from satisfactory, though it is improving. Judging from much of the work done in the schools, I am not surprised at the remarks recently made by one of the technical instructors under the County Council, to the effect that he has found his pupils quite unable to take any notes of the subject of his lessons. It is now, however, being much better and more methodically treated than it used to be, and the teaching is being commenced early in the scholar's career with oral composition. This should, I think, be done not so much by habituating the children to *answer* in complete sentences during the actual process of teaching, which seems (as Mr. Barnett remarks) to border on pedantry, but by training them to recapitulate orally the substance of what they are being taught."

Oral recapitulation of subject.

Mr. Colt.

"Composition is generally well done. What is wanted is to encourage original composition on the children's part; too much is apt to be done for them."

Arithmetic.

On this subject Mr. Meggs, the senior member of my staff, writes:—

"Great advance has been made. In written arithmetic, principles are well explained. Concrete examples in the lower classes, and problems in the higher, are now much more freely given."

This is due to my predecessor, Mr. Parez, who insisted on good methods of calculation being adopted even in the lowest classes.

Mr. Sneyd Kynnersley. Elementary Science.

"Object teaching is still unsatisfactory. We generally call these lessons 'Elementary Science,' and the adjective qualifies the noun. The scientific basis is expressly excluded by the Revised Instructions. 'It is Elementary Science only so far as it aids the child to observe some of the facts of Nature upon which real Natural Science is founded.' The Baconian method is arrested at an early stage. To make the lessons of any value they should be correlated as they are in the specimen lists given in the Revised

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Instructions, so that the lesson of Monday may lead on to the lesson of Wednesday. The usual list submitted for approval is miscellaneous indeed. There are generally about thirty lessons, and it is proposed to run through them at the rate of two a week. As there are forty-five weeks in the school year, each lesson is given three times. One might expect to find at the end of the year that the children knew something; alternatively, one might expect to find utter weariness of the whole course. It is this latter expectation that is more generally realised."

Needlework

I trust this subject will not be crowded out of the curriculum of girls' studies; not only on account of its practical utility, but because it is a splendid training for hand and eye, and has also a great refining influence; and love for the needle encourages domesticity.

Mr. Sneyd Kynnersley.

"Educational critics wrangle ceaselessly on the respective merits of the various class subjects. Whatever subjects are chosen, I trust it will be borne in mind that, for girls, needlework is of vital importance. It is lamentable to see how the sewing lessons are curtailed by the attempt to teach smatterings of arts and sciences. It is with difficulty that three hours a week can be rescued for the subject; and I think this should be the irreducible minimum."

Needlework time must not be curtailed.

Mr. Yarde.

"According to instructions, I sent up to the Directress of Needlework specimens worked in schools during May and June last. There were 65 schools of older children and 59 of infants. The results are, I think, satisfactory, for the Directress of Needlework classed one school as excellent, eight very good, 39 good, 17 fair, and one failure. while the infants were classed as 16 very good, 28 good, and 15 fair."

Needlework results are good in Stafford

On this subject Mr. Colt writes:—

and in Lichfield Districts.

"The Directress of Needlework reported on the work done in 250 departments visited in October and November, with this result:—

Excellent	20
V. G.	104
G.	112
F.	13
M.	1

"Now, as she remarks in the General Report of 1899, that Needlework has received insufficient attention in some districts, this remark will presumably not apply to mine."

Singing.

I am indebted to Messrs. Burton and Roberts, of my staff, for the following remarks:—

"Except in a very few schools, singing is taught by note, and usually the tonic-sol-fa method is chosen.

"Voice production, as a rule, now receives considerable attention, and the tendency of boys to force their voices is thus effectually checked.

"It is often found at the first visit of inspection that the whole year's course, as laid down in the Instructions, has been covered by the different groups, and that the children can perform with ease any exercises that can be given on their work.

Connection between the two notations should be more studied.

"The remaining time of the highest division could be most advantageously occupied by devoting more attention, than has been the case in the past, to showing the connection between the two notations, so that those leaving school may be able to have at least a fair knowledge of the theory and practice of the older method.

"When the movable Doh system is adopted little difficulty is encountered.

"The character of the school music continues to improve, and lately the singing of patriotic songs has received a considerable impulse."

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Mr. Saltmarsh, Sub-Inspector (Drawing), supplies the following notes :— Drawing

"The greatest difficulty at present in the subject is to know what to draw. As one extreme in the list we have the highly organised and disciplined forms of Italian and French ornament ; the other extreme, landscape and figure drawing.

"This problem can be solved if a conclusion be arrived at on the following points :—

"(i.) What are the aims of drawing in an elementary school ?

"(ii) The limits of drawing in such a school ?

"(iii.) What training should an elementary teacher have ?

"The first point, as conceded by all parties concerned, can be stated as follows :

"*a.* As a training for the *hand.* The power to draw with accuracy and vigour. Aims of drawing in elementary schools.

"*b.* As a training for the *eye.* The hand to move at the dictate of the eye.

"*c.* As a training of the æsthetic sense. Hence the examples and forms to be drawn must be both disciplined and beautiful. The only subject which satisfies these claims is ornament or decorative art. Now these ornamental forms constitute the basis for both official syllabuses.

"The above argument is generally considered sound, but opposition is at once raised on the ground that such a course is dry and uninteresting. To alter this, subjects such as design, painting, drawing from nature, from copies of landscape and figure are introduced. They have no educational value to beginners, and from experience I must state that they are doing a great deal of harm. To teach such would also demand a far more advanced training on the part of the teachers.

"As to the second heading, 'What are the limits of drawing in an Elementary School ?' that can be answered by considering its position. It is at the very beginning of education, and reaches the point where secondary, or art, or technical schools commence. Drawing, then, should prepare a boy to join such with advantage. He should be furnished with a power to start the subjects there, not to have a smattering of all of them. Limits of drawing in elementary schools.

"To answer the third heading, 'What training should an elementary teacher have ?' will be more difficult He has so many other subjects to grapple with, that anything in the nature of an advanced training cannot be expected. I certainly think that as the subject of ornament or decorative art is the most beneficial to teach, a knowledge of the principles is a necessity. While teachers are in their apprenticeship, lectures ought to be given on the principles of ornament, historic ornament, and design. This could be done in the summer months, after the usual drawing examination is over. This is done in Macclesfield, one of the towns in the N.C. Division. What training should an elementary school teacher possess.

"SUMMARY. To improve the teaching of drawing, the following remarks should be taken into consideration :— Improvement of the teaching of Drawing.

"I The teaching of pupil teachers to be conducted by men with an advanced knowledge of art.

"II. Lectures to be given to pupil teachers on design and ornament during the summer months.

"III. Examples of decorative art other than Italian and French to be given.

"IV. Natural forms drawn boldly, and exhibiting a knowledge of ornament. Simple designs by good artists may also be included.

"V. Appointment of an expert to visit a group of elementary schools. This has been done in a number of places in the N.C. Division, *e.g.*, Hanley, Burslem, etc. This arrangement would also ensure continuity between elementary and art schools.

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Charts and examples are unsatisfactory

'A very unsatisfactory feature of the work is the extremely poor character of the charts and examples published for schools. They are either Board of Education forms mutilated, or natural forms without nature in them. The majority are only made to sell, and constitute an insult to any intelligent set of boys.

Brush work.

"Brush work is becoming more and more popular, and deservedly so. Too much, however, is attempted. Flowers in all their natural opulence and their brilliant colouring should be left to schools other than elementary."

Voluntary Schools' Aid Grant.

Voluntary school aid grant.

It was Lord St. Leonards, I think, who said: "The succession duty fell like a blight on the fair fields of England." Well, the Aid Grant may be likened to dew on the parched revenues of voluntary schools!

The principle of the Board of Education, "Aide toi et Dieu t'aidera," is gradually being recognised, and fair efforts are made to keep up subscriptions.

To do this in a district already subject to a School Board rate is difficult, and seems to call for some remedy. We visit few schools where improvements resulting from the Aid Grants are not to be seen, and, as such improvements will not for a reasonable time require renewal, more money will be at the disposal of the associations for improving the pay of teachers.

Mr. Fowler.

"The distribution of the Aid Grant is well managed by the voluntary association for the country, and much time and pains are devoted to the work.

"A defect seems to be that country schools get too small a share, and in one or two cases the amount allotted has been quite insufficient. These would be cases of country schools in a somewhat shaky condition which *useful* additions to the teaching staff might raise from a state continually bordering on inefficiency."

Mr. Morgan Owen.

"The Aid Grant has been an inestimable boon to most of our voluntary schools. Without it several of them would have simply struggled along for a time and then come to an untimely end. It came just in time to relieve the hard pressure put upon these schools. The outside world can scarcely realise what the clergy and their fellow school managers have done for public elementary instruction."

Mr. Gleadowe.

"The aid grant has undoubtedly been a boon to this district.

"Perhaps, in a few cases, too much of it has been employed in raising salaries of head teachers, but on the whole the money has been well spent in increasing the staff, putting up glazed partitions in long rooms, improving the light, renovating school furniture, and providing better apparatus.

"It is said at times that some not really necessitous schools get too large a share of the grant, while others, struggling along with difficulty, do not get help enough to enable them to become really efficient.

"I am afraid this is true, but with four associations working in the district it is difficult to find a remedy."

Mr Joad.

"Out of the last two Aid Grants, £2,091 16*s.* has been spent on furniture and apparatus, £9,253 10*s.* 7*d.* on staff, and £2,211 6*s.* 11*d.* on repairs to buildings. Thus by far the greater portion has gone to staff. This is as it should be, and it is reasonable to expect that more money still will be released for this and kindred purposes, as the demands for better furniture and equipment become satisfied.

'It may be added that managers have been pressed to obtain an increase of voluntary contributions in cases where they were obviously inadequate,

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and it is probable that the sum total of these contributions is now greater than it was before the passing of the Voluntary Schools Act.

" But the question of local support to voluntary schools is one which it is becoming increasingly difficult to deal with, especially in districts already rated to a School Board. All the parishes in such districts pay the same School Board rate, but only some of them support a voluntary school, and it is difficult to say that the contributions to this are or are not adequate, when perhaps an adjoining parish is paying none at all, and is not expected to pay any. This anomaly, as it is commonly regarded, excites considerable dissatisfaction among managers." Anomaly as to voluntary subscriptions in areas with and without a School Board rate.

"The advantages of an increased income from this source, where 99 per cent. are voluntary schools are very apparent. For the most part the allocations are based on a careful inquiry, though every year shows an increasing tendency for them to assume a stereotyped form under two heads—'Staff maintenance' and 'Deficit on current account.' In several associations with which I am concerned a third clause might be added—'Structural improvements.' Mr. Howard.

" It is difficult to say whether or not there is a real diminution in the voluntary support. In many cases the finances have been rearranged so that the amount under that head may be shown to the full.

"The question is also complicated by the aspect of the people towards the schools. It is hard to believe that the industrial population really cares for the voluntary system, except that it escapes thereby from the compulsory payment of rates. The idea that a day school is a commercial concern is deeply engrained in the minds of rich and poor alike in this region, seeing that school fees are charged in most cases, and the head-master is too frequently held responsible for the financial as well as the educational welfare of his school. Farming of Schools.

"At the same time it should be remembered that the people prefer spasmodic efforts in the way of bazaars, sales of work, and the like to a regular system of support by annual subscriptions. Still, it is discouraging to those interested in education to know that these efforts are put forward willingly for Sunday schools, but reluctantly for day schools. It is significant that a school in a popular area with a large congregation could boast that, in a period of two years, they had raised their annual subscriptions from two to five guineas."

Circular 435.

The Derby District extends from N.W. to S.E. 50 miles, and in greatest breadth 25 miles from E. to W. Short description of the Derby District.

The southern part, of which Derby is the centre, is flat, the Eastern and N. Eastern portion is undulating, the Western and N. Western hilly, rising to be mountainous in Kinderscout.

The surface generally is in grass, and there is little land under the plough.

Farming operations are chiefly connected with milk production, sheep farming, cattle raising, and horse breeding.

The Erewash valley, extending from Chesterfield to Trent Junction is densely beset by collieries, steel and iron works, lace and cycle factories.

The western portion, the Peak District, attracts sportsmen by its moors and rivers, tourists by its scenery, and invalids by its bracing air and mineral waters.

This part, too, is rich in subterranean wealth as indicated by stone, marble, and lime quarries. The manufacture of cotton and printed goods is carried on at Glossop and New Mills, places which seem in this relation more allied to Cheshire and Lancashire than connected with the dales of the Peak.

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The industries of the town of Derby are porcelain, malleable iron works, silk weaving, book binding, and lastly, though not least, the works of the Midland Railway Company.

I trust I may not be thought to have introduced in the above concise and I fear imperfect, account of the district, matter irrelevant to the subject of an educational report, seeing that the Board of Education are intent on directing the attention of managers and teachers of schools, especially rural, to the necessity of rousing the interest of scholars in their environment, of connecting what the children hear in school with what they see done out of school, and of fitting them, as far as is possible, to take their places, on leaving school, in the ranks of the army of labour with some previous knowledge of its conditions and requirements.

Instruction suitable to neighbourhood.

With this consideration before me I venture to point out to managers and teachers that the instruction of scholars in Derby and its immediate neighbourhood might profitably embrace chemistry, physics, typewriting, book-keeping, shorthand, designing, and mechanical drawing in relation to the industries carried on in their environment; similarly in the Erewash Valley geology, mineralogy, physics, and chemistry should be taught; in New Mills and Glossop chemistry, physics, designing, and French; in the Peak district mineralogy and geology, and in rural schools generally the curriculum of study should include one or more of the following subjects: Cottage gardening, treatment of grass land, knowledge of the habits of the horse, cow, sheep, pig, and the management of poultry and bees.

It is, I think, obvious, from a consideration of the subjects which I have enumerated, as respectively suitable to the older children of town and country schools, that it is far easier to give the former than the latter instruction. The first is theoretical and can be well followed at the desk, the second is so practical that a great gulf seems to yawn between the standard boy's attainments and the same boy's powers when launched in rural life.

Successful instruction beyond ordinary subjects in Rural Schools. Lea Board School Garden.

But the gulf has been crossed successfully, and so successfully that I won't apologise for entering at some length on what has been accomplished at two or three schools in this division.

Last October I visited the Dethick, Lea, and Holloway U.D. Board School, generally known as the "Lea Board School."

Historical and patriotic sentiment is connected with these names!

From Dethick came the ill-fated Babington, "in whom throbbed the pulse of chivalrous devotion to Mary Queen of Scots"; and Lea is the ancestral home of Florence Nightingale.

The school is on a rough hill slope.

The master of it is Mr. Burton, an enthusiastic gardener and able geologist.

Ten or twelve years ago Mrs. Shore Nightingale gave the school a quarter of an acre for horticultural purposes. The greater part of this is divided into eight plots, worked on by the boys. One plot is kept for experiments in potato culture, and the rest of the ground is covered with fruit bushes, strawberries, and flowers, managed in common by all the boys.

The boys under the master's conduct do all the work—lime-slaking, manuring, digging, etc.

The seeds, manure, and tools are provided by the Board.

The produce, as it comes to maturity, is given by the master to the garden boys, and in the autumn a school exhibition, under the patronage of your Grace, takes place, at which are shown vegetables, garden

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flowers, fruit, wild flowers, moths, beetles, and geological specimens, collected and named by the children, drawings, and needlework. The day of my visit was a gardening day, and it was a new and most interesting sight to me to see the "gardeners" file out of school, off with their coats, seize their tools, and spring to work with speed, yet perfect method, and half-an-hour later put by spade, mattock, and rake, and return in order to their desks.

These boys after three years of such practical instruction are well fitted for country life. Mr. Burton told me that the boys are most useful in helping their fathers, and even supplying their place in the allotment gardens. The case of one boy is so instructive that I must relate it. On leaving the school, aged thirteen, his father died. The widow had this boy and four younger children to support. She had also a garden, 400 yards square. The father dead, what was to be done with the garden? The boy obtained a place as an errand boy, and undertook the garden. Since then he has work in a mill, but has throughout fully worked the garden, and kept want from his mother's door! A very successful result.

I asked Mr. Burton the secret of his success, and he replied there are two essential requisites: First, an adjacent piece of ground; second, the master must be an enthusiastic gardener. The first requisite will be more easily found than the latter, still I trust that in the ranks of P. E. schoolmasters Mr. Burton may find followers.

These are Mr. Burton's cottage garden arrangements:—

"1. There are in all 28 boys who are taught the subject, from Standards IV, V, VI., VII.

"2. These are divided into two classes, seniors and juniors, of not more than 14 in a class.

3. The seniors have had from one to three years' experience, the juniors are those who have joined this present year.

"4. The classes are taught on alternate days (weather and season permitting). During unfit weather for gardening operations, note-books, in form of diary, etc., will receive attention.

"5. The lessons are given from 9 to 9.30 a.m. on one day, and from 1.30 to 2.0 p.m. on the next.

"6. The instruction is given by the head-master."

Gardening is not the only subject beyond the ordinary curriculum which is taken at this school. It is situated in a district rich in stone, spars, and marble; and Mr. Burton turns this to satisfactory account as the knowledge of geology shown by the first class scholars proves.

The excellence of the ordinary work of this school fully realises the expectation set forth in Circular 435: "It is confidently expected that the child's intelligence will be so quickened by the kind of training here suggested that he will be able to master, with far greater ease than before, the ordinary subjects of the school curriculum." Expectation set forth in Circular 435.

Mr. Neville, it will be remembered, in his remarks on manual instruction, states that it is almost unknown in rural districts.

This is a subject which, where facilities for instruction in gardening or agriculture are wanting, would, by giving the country lad justness of eye and dexterity of hand, eminently fit him for many of the conditions of rural life. Manual Instruction Centres for Rural Schools.

The small number of boys in any one school that would profit by it and the initial expense are the apparent obstacles, but both might be overcome by a judicious manual instruction centre system.

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Mr. Gleadowe sends me the following interesting account of work done in a school in the Crewe district :—

"In 1882, the attention of the Haberdashers' Company having been called to a course of lectures given by Miss Ormerod upon 'Insects Injurious to Agriculture,' it was decided by the governors to give instruction on the subject of these insects in their school at Bunbury. A grant of £25, which was at once voted, went in purchasing copies of Miss Ormerod's manuals and entomological apparatus, *e.g.*, net bags, collecting boxes, larva boxes, pupa diggers, larva breeding cages, pocket lenses, &c., and a good microscope was given by a past Master of the company. The year following a number of beautiful entomological diagrams, executed by her late sister and herself, was presented by Miss Ormerod, and a member of the Court of Assistants instituted five prizes in the way of small but useful microscopes.

Bunbury School.

"Being unable to secure the services of a competent lecturer outside the school, Mr. Bailey, who has been Headmaster since 1855, was asked, and consented to undertake the instruction. Miss Ormerod, in her annual reports, has much praised his work, and I should like to add my testimony to its excellence.

"In a report he has been good enough to send me, Mr. Bailey writes as follows :—

"'The subject has been a popular one, and during all these years there has been no falling off in the efforts made by the boys to mitigate the ravages committed by the numerous injurious insects. Numbers of living specimens of these pests are daily brought to the school, and thus all the boys become familiar with them.

Enemies to Agriculture.

"'Further, by means of the breeding-cages, we are able to show the boys the life history of these enemies to agriculture. In different years special attention has been given to the turnip fly, mangold fly, wireworms, leather jackets, gooseberry and currant saw fly, magpie moth, onion fly, green fly, white cabbage butterfly, etc. In reference to the last-mentioned I may say that a few years ago I supplied some of the boys with nets for the purpose of catching the white cabbage butterflies, and so successful were they that I had in my garden scarcely a damaged leaf. Last year I allowed the butterflies to lay their eggs and after the caterpillars had fed on the plants, as long as I thought it was safe to allow them, I pointed out the perforated leaves to the boys and set "my little men" to collect as many caterpillars as they could find. From 240 plants they gathered more than 5,000 of these pests.

Ox Warble Fly.

"'For many years past, the boys have made great efforts to exterminate the Ox Warble Fly from whose powerful maggots, cattle suffer much and an enormous annual loss, estimated by practical men at something between two and seven millions sterling, is caused. Under the influence of attack from this fly the poor cattle are seen galloping frantically about the fields and as a consequence give less milk and fail to put on flesh. The hide, too, being perforated is greatly depreciated in value. As to the work of our boys in this direction, the following summary for the past five years will speak for itself.

Year.	Number of warbles squeezed out.	Number smeared.
1895	1,022	8,209
1896	2,596	1,000
1897	3,965	*
1898	1,706	
1899	1,062 (up to May 29)	

* Smearing stopped on account of the difficulty in assigning marks for work done. The squeezed-out maggots are brought to school on Monday, and counted under the supervision of the head master.

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Agriculture.

"'Of late years agriculture has been taught as a specific subject on the lines laid down by the Board of Education.

Land measurement

"'One of the County Council lecturers now visits the school weekly, and gives an hour's lecture or takes the boys out to measure fields, the areas of which have to be calculated and the plans, made to scale, ready the following week.

Successes of the Scholars.

"'Two of the boys attending this class have taken County Council scholarships of the annual value of £30, and tenable for three years, at the Cheshire Agricultural and Horticultural School at Holmes Chapel. One of these lads obtained a first-class certificate at Edinburgh in 1898 from the Highland and Scottish Agricultural Society at Edinburgh, and subsequently passed in the first class at the Royal Agricultural Society of England's examination. He completed his third paper at the County Council's school, and now holds an excellent appointment in Ireland.'"

Mr. Fowler.

"Speaking of the highly successful school garden at Boscombe the writer of a recent letter to the 'Times' says, 'the physical, educational, moral, and commercial results are so striking and convincing that I could wish a school garden could be made in every village and every urban district where land could be obtained within two miles of the school.'

Provision of ground might be affected.

"The same writer, also, thinks that the Technical Education Act, might be usefully amended so as to help to meet the financial difficulties which would arise in providing these."

Mr. Colt. Provision of staff will be necessary.

"Cottage gardening would be taken in more country schools if it were possible to employ more staff.

"The headmaster cannot be in his school and in the garden at the same time."

Mr. Morgan Owen. "Cottage Gardening impracticable."

"We are generally rendered happy by some fad or another; and the fad now in vogue is cottage gardening. The suggestion that boys can receive instruction at school in the way that a cottage garden should be cultivated is an impracticable one, and for two reasons:—

(*a*) Few teachers know anything about a cottage garden; and

(*b*) If they did they have neither means or inclination to give boys a practical training in this subject.

"However, we need not imagine that our country boys know nothing about gardening. Every country cottage has a garden, and every child helps in its cultivation."

Condition of Children.

Physical Aspects.

Drill, whatever name it assumes, has greatly improved the appearance, bearing, and discipline of children.

The possibility, too, of a visit at any time, keeps better order between and in the classes.

Children are not now found spread about the schoolroom in chaotic groups round their teachers, as was not infrequently the case at a chance visit.

All are now more on the "qui vive," and the whole tone of school life is smartened.

Drill.

Indeed, in some schools drill has been carried to such perfection that the boys would come into the hands of the drill sergeant with little of elementary drill to learn, and the girls for grace and variety of movement might compete not disadvantageously with the best pupils of a dancing academy.

The dirty habit of spitting on slates is disappearing. Writing on paper is more widely used, and where slates are retained effective methods of cleaning them are adopted.

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The points on which I have shortly touched are connected with the physical condition of the child, now as to the moral side.

Of "morals" H.M.I. never has a very good opportunity for forming a judgment, and since examinations have been given up has had less; but he can speak of "manners," and, as far as my experience goes, the manners of children in school are excellent. I have often seen proof of it in little acts of courtesy and kindly conduct of the strong towards the weak.

Manners.

The mixture of sexes is, I am of opinion, distinctly good in this relation.

Yet I am aware that we are sometimes taxed with educating "Hooligans." That is an easy charge to make, and I think it is made by persons who know very little about public elementary school children.

Every age has its pessimists, and the spirit that breathes in

"Ætas parentum pejor avis tulit
Nos nequiores mox daturos
Progeniem vitiosiorem"

is as old as the hills, but I set against it the following extract from an address by Mr. Bemrose to the Derby School Board:—

"In criticising the expenditure on education, we must not omit to notice one great saving effected, which cannot well be put into actual figures, but which would go far in reducing the money cost of education. I go further, and unhesitatingly say that there is a national change taking place in the morals and beneficent enlightenment of the rising generation that far outweighs any money considerations.

"These advantages can only be appreciated by learning the fact that there are now less than 60 gaols in use compared with 113 in 1870. In 1890 these gaols contained a daily average of 19,624 prisoners, compared with 30,177 in 1870. Crime is decreasing: the people are becoming more temperate in all things, whilst wages and the comforts of life are growing. Thrift is gradually permeating the bulk of the wage-earning classes, who are becoming a more thoughtful, intelligent, and independent people."

Mr. Fowler.

"Where bad behaviour among children in the streets is noticed, it is, I think, to be ascribed, in great measure, to the employment of children out of school hours, and to their leaving school at too early an age.

Cleanliness.

"In many schools much more attention is paid to cleanliness than was formerly the case. I could wish, however, that this was more general, though it is weary and thankless work, and requires infinite patience.

"In visiting schools in districts with a scattered population, I have often thought that more might be done in looking after the wants and comforts of the children—*e.g.*, in dealing with the evils of wet feet and clothes, in providing a place for them to eat their dinners, and in taking more care of the food they bring with them. Improvements in these respects, together with an altered curriculum, would tend to make education in country districts more popular than it now is."

Comfort of children in rural schools might be more considered.

Miscellaneous.

Mr. Colt. Freedom of classification.

"A good deal has been said about teachers not sufficiently availing themselves of freedom of classification in their schools, but this freedom appears to be freely used in this district, judging by the statistics given in Forms IX., as I found in examining those of a large number of schools in the spring of this year. The results showed that in many very large schools nearly half the children on the books were being taught in Standards O, I., and II.

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"Of 4,407 children on the books of the boys', girls', and mixed departments of the schools of the West Bromwich School Board there were on 31st January, 1900, exactly six in Standard VII. and 139 in Standard VI.; nor is this case unique." Instance in schools of West Bromwich School Board.

"I feel convinced that greater care is needed with the school accounts and the annual audit. The auditor should at least not be connected closely with the religious body supporting the school. Too often it would seem that the audit is confined to a mere checking of the vouchers. Time will not allow of a thorough investigation by the inspector at visits under Article 84 (b), but the work would be greatly simplified if the accounts were kept in accordance with official instructions. Mr. Howard. Audit of Accounts.

"Where so many interests are vested in one building the working expenses should be apportioned with more exactness. In one instance the salary of the caretaker of a school used by the Sunday-school and congregation at other times was paid entirely by the day school. When challenged the explanation was that the caretaker belonged to the congregation, and the extra duties were on her part 'a work of love.'

"In Stockport the high rate of infant mortality has called for special attention, and the town authorities, at the instigation of their able medical adviser, Dr. Porter, instituted with the willing co-operation of the teachers a course of instruction on 'Infant Hygiene' for elder girls in schools. Infant mortality in Stockport.

"A lady sanitary inspector has recently been appointed, among other duties, 'to assist in the teaching of infant feeding and management in elementary and continuation schools.'"

Conclusion.

I cannot conclude this report without adverting for a moment to the war, which has been ever present to the minds of all. It has its awful evils, but in schools it has exercised a very educative influence. The War.

Maps of South Africa hang on the walls marked with flags indicating position of friend and foe; the route to the Cape has been often traversed; the topography of the Transvaal and Orange River Colonies has become familiar as that of Derbyshire; the names of the actors in the campaign, British or Boer, are—

> "Familiar in his mouth as household words,
> Harry the King, Bedford and Exeter,"

and to show that even "babes and sucklings" have babbled of the war I must relate in conclusion one incident.

It occurred in a school in a remote Peak village. The teacher was giving a lesson on Guy Fawkes to a first class of infants. She had forgotten a point, and recovered herself with the query, "By the bye, children, where *are* the Houses of Parliament?"

Silence for a moment, and then in a high treble voice came the answer: "Please Miss, at the Front!" "At the Front."

I have the honour to be, &c.

Gerald Fitzmaurice.

To the President of the
Board of Education.

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Statistics relating to the Wolverhampton District for the Two Years ending August 31, 1900.

Name of School, Attendance, Area.	No. of New Depts. or New Class Rooms Built.	Net Increase in Accommodation.	Cost of the Additions.	Cost of Minor Improvements to Premises.	Amount of Last Two Aid Grants Spent on Furniture, etc.	Amount of Last Two Aid Grants Spent on Staff.	Amount of Last Two Aid Grants Spent on repairs, etc.	Percentage of Average Attendance for last Completed School Year.		Number of Candidates for Queen's Scholarship and Class Obtained, if any.		No. of Prosecutions and Convictions During Last Two Years for Irregular Attendance.		Number of Vols. in School Library.
			£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	Older Schol'rs	Infants.	1898	1899	Prosecutions.	Convictions.	
1. Wolverhampton Board Schools	2 C. Rs. 3 Cooking 2 Man. Ins	80	8158 0 0	3031 0 0	—	—	—	90	76·1	7·1 3·2 4·3	7·1 3·2	1247	1158	1847
1. Wolverhampton Voluntary Schools	3 Depts 1 C.R.	766	5650 0 0	1162 6 0	479 10 8	2460 12 0	499 1 9	89·	77·	2·1 3·2 2·3 4· fail	3.1 4·2 5·3 4· fail	—	—	1748
2. Dudley Board Schools	1 Dept. 2 C.Rs.	210	2295 0 0	326 0 0	—	—	—	89·7	83·4	1·1 3·2 4·3 7·F	3·3 3·2 4·F	80	62	790
2. Dudley Voluntary Schools	—	—	—	97 15 0	194 18 6	1169 1 1	166 19 6	89·	80·	2·1 6·2 3·3 2·F	2·1 4·2 1·3 2·F	6	5	400
3. Stourbridge Board Schools	2 C.Rs.	113	1358 0 0	—	—	—	—	90·75	74·	3·2 1·3	1·2 1·3	115	114	170
4. Stourbridge Attendance Committee	2 Depts. 2 C.Rs.	317	3450 0 0	554 9 4	38 7 3	1292 19 9	286 7 2	91·	83·	1·1 4·2 5·3 1·F	3·1 3·2 5·3 2·F	60	60	417
5. Tipton Board Schools	2 Depts.	611	7800 0 0	153 0 0	—	—	—	87·2	79·1	3·2 1·3 1·F	2·1 5·2 5·3 1·F	136	136	700
5. Tipton Voluntary Schools	1 C.R.	55	200 0 0	150 0 0	208 18 8	533 10 0	304 8 8	88·	77·	2·F	2·2 3·3	79	79	455
6. Rowley Regis Board Schools	2 Depts. 1 C.R.	788	8929 0 0	1301 14 9	—	—	—	96·4	69·5	1·1 5·2 1·3 4·F	4·1 6·2 5·3 2·F	249	241	150
6. Rowley Regis Voluntary Schools	1 C.R.	24	82 8 5	—	—	320 0 0	11 16 0	92·4	85·8	2·2	1·2 1·3	7	7	—
7. Sedgley Board Schools	1 Dep.	230	2230 0 0	920 0 0	—	—	—	90·5	87·2	1·1 4·2 2·3 6·F	3·1 5·2 7·3 2·F	760	740	626

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GENERAL REPORT *for the Year* 1900, *by* A. G. LEGARD, Esq., *one of His Majesty's Chief Inspectors on the* SCHOOLS *in the* WELSH DIVISION.

MY LORD DUKE,—

Preliminary remarks. I have the honour to submit to you my Report for the last two years upon the state of primary education in Wales and Monmouthshire.

Such a report naturally falls into two divisions. One division relates to the machinery by which the law is administered, and the other to the internal life of the school.

In this report I propose to give greater prominence to the second division, for it is clear that in the future, as the administration becomes automatic, more attention will be rightly bestowed upon the work that goes on inside the school walls.

Administration. It is necessary, however, to say something about the machinery.

Supply. The first duty of the local authorities, when the Education Act of 1870 was passed, was to provide suitable accommodation for children of school age. This duty will never cease in our large centres of population, but as years have passed by a higher standard has been enforced by the building rules issued by the Board of Education, and schools which passed muster in early days have been found not adapted to modern requirements. I am glad to report that in the Welsh division generally public opinion is in favour of improved buildings. The newer type of school on the central hall plan is being adopted by the more enlightened Boards, and the need of additional class-room accommodation is being met by the erection of movable partitions, or of entirely new class-rooms.

Desks. The most important point in the equipment of a school is the desks. In many schools that I visit the desks are of a very antiquated kind, and frequently injurious to the physical well-being of the children. Public opinion is not yet sufficiently alive to the importance of desks being made on proper principles, or to the dangers arising from the cramped and unnatural position of children when they sit and write at desks of a bad pattern. In the newer Board Schools, however, a good type of desk is generally found, and by means of the Aid Grant it is hoped that the voluntary schools in the country districts will soon be properly equipped in this respect.

Teachers' chairs. Teachers' chairs are now, I am glad to say, becoming more common than formerly was the case, and the fatigue arising from constantly standing up, which is so trying in the case of female teachers, will consequently be lessened. Wise managers should endeavour to relieve their teachers of all unnecessary strain, and the provision of suitable chairs is one means of doing this.

Ventilation. Another means is the provision of good ventilation. It is quite clear that where there is overcrowding good ventilation is impossible,

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and I regret to say that my colleagues and myself have too frequently to complain, even in the case of large and important Boards, that at some seasons of the year overcrowding is prevalent. The matter is a serious one, and strong measures may have to be taken by the Central Authority to prevent such a wrong policy being continued.

Water supply.

Another matter of vital importance to schools is the provision of a good water supply. In large urban centres there is no reason for complaint, but in many country schools the supply is inadequate. Sometimes rainwater, collected from the spouts, is all that is available, and very frequently the well from which real pure water may be obtained is at some distance from the school.

The attention of managers has of late been frequently called to the importance of good water being provided for the children, and I hope this has not been without effect.

So far I have spoken of essentials as regards buildings and equipment. There are other matters of which my colleagues and myself gladly encourage the introduction; but we do this by suggestion and advice, and not by any stronger methods.

School libraries.

In the forefront of what is non-essential, School Libraries must be placed. It is needless to say anything as to the advantage of a library being attached to a school, even in the large towns where public free libraries are found. Children in our primary schools want guidance in their selection of books, and it is just this guidance that teachers can give. Perhaps, however, it is in the country even more than in the town that the school library is of the greatest use. It need not be large, but the books which it contains should be of sterling worth, and suitable to children's capacities. In this way during the winter evenings a taste for reading may be encouraged which will bear fruit in after life. In looking through the returns made to the Board of Education, I regret to say that the Welsh schools are very badly furnished with school libraries, and this is a matter which I hope will not escape the notice of local authorities. Wales has long been honourably distinguished for its interest in literary matters, so I trust that the 492 schools in the Welsh counties, which now alone possess school libraries, will soon be doubled in number.

Attendance.

After the consideration of school supply, the most important administrative question is that of attendance. If we compare the years 1899 and 1900, it will be found that the number of children on the school registers (infant departments not being taken into account) has increased by 1·2 per cent., and the average attendance only by ·8 per cent. This can only be regarded as most unsatisfactory, though it must be remembered that in the smaller schools the attendance of the infants is not reckoned separately from that of the older children.

There is nothing fresh to be said about the causes which lead to irregularity, and it would be waste of time to recapitulate them. It is not likely that any substantial progress will be reported until public opinion is thoroughly aroused on the subject, and parents realise the grave issues involved in the neglect of early education.

Epidemics.

One great drawback to regularity of attendance, as tested by statistics, in my own district during the past year has been the prevalence of epidemics and the consequent closing of schools. The recurrence of these epidemics in the same localities must be due to the want of proper

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sanitation. There is little doubt that some of the mining villages in the western part of Monmouthshire are in an unsanitary condition on account of the want of proper drainage, and probably the same state of things prevails elsewhere. It is doubtful whether schools are not closed too frequently by the local authorities, and it would be well, I think, if a wider discretion were given in such an important matter to school boards and voluntary managers.

Punctuality. In close connection with regularity is punctuality. Punctuality is to a great extent a matter of school discipline. If a teacher insists on punctual attendance he will get it, except in the rare cases where there is really some legitimate reason for being late.

In my own district the schools of Newport, with some exceptions, have an unenviable distinction for unpunctuality. This is the more remarkable as some time ago the hour of the morning meeting in the Newport board schools was altered from 9 o'clock to 9.15. This concession to laziness has been a failure, and it points a moral that other school boards should lay to heart.

The Cardiff schools have much improved in this respect.

It is most important that school boards should realise that slovenly habits, such as unpunctuality, when contracted in childhood, are with the greatest difficulty eradicated in future life.

On the other hand, a scholar who has learnt to be regular and punctual at school has unconsciously formed a habit that is not only of ethical value, but is also of great practical service.

Prolongation of the school age. The next question with which administration is concerned is the prolongation of the school age.

It is a hopeful sign that new bye-laws have been sanctioned in various districts in Wales, raising the age of attendance to fourteen with the usual safeguards. No opposition has been raised on behalf of the ratepayers to this wise policy, although it may have the effect of necessitating an increase in school places.

All educationists seem agreed that if a scholar stays at school till he is fourteen years of age a greater influence can be brought to bear upon him during the last year or two of his school life than has been possible before, so that the trend of public opinion in favour of another year being spent at school is a matter for congratulation.

Labour certificate examinations will continue to be held, but it is hoped that the claim for these certificates will only be made in cases of real necessity.

Merit certificates. A valuable inducement to stay at school may also be given by the institution of merit certificates. The advantages of this plan have been pointed out by some of my colleagues as well as myself in previous General Reports, and it may not be out of place to quote the opinion of the Scotch chief inspectors as to the working of the plan in Scotland.

Merit certificates in Scotland are given to scholars who pass with credit an examination in elementary subjects and the English language, such as are prescribed for the highest class in the school, and who have received instruction in an approved curriculum including lessons in geography, history, and nature knowledge. The certificates are awarded by the inspectors at their visits to the schools, and serve as passports to the advanced departments, and also are an evidence that a scholar has received a thoroughly good elementary education. It is important to notice than an official recognition is given to these

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certificates by the signature on the certificate of the Secretary of the Scotch Education Department.

The following are extracts from the reports of the Scotch inspectors on the subject:—

"The increased importance attached to the Merit Certificate, as an evidence of the completion of the elementary stage of school life and as a passport to the advanced department, is strikingly shown by the fact that the number of presentations and passes this year is more than seven times what it was last year in the two counties of Aberdeen and Kincardine. The eagerness to obtain the certificate has also caused a great increase in the attendance of the upper classes. In order to overtake the work it will probably be found necessary to hold collective examinations at suitable centres for the written part of the work" (Mr. A. Walker, Chief Inspector for the Northern Division of Scotland, Report for 1899).

"The demand for the Labour Certificate, which appears to have been in most cases simply a bad habit, is on the wane, while the Merit Certificate increases in popularity every day. Were the latter granted to no pupil under thirteen years of age, the perilous period between leaving school and beginning work outside would be beneficially reduced. The new regulations regarding both these certificates have already begun to produce a most salutary influence on the duration of school life. Mr. Andrew (a district Inspector) says the Merit Certificate examination is giving 'a definite aim and goal to the elementary work, and is having a most wholesome and stimulating effect upon the teachings'" (Dr. Stewart, Chief Inspector for the Western Division of Scotland, Report for 1899).

In Wales the introduction of merit certificates would be of especial advantage, for there exists already in the Principality a scheme of County Scholarships leading from the elementary schools to the county schools. The examination for these scholarships is, of course, a competitive one, and only a few candidates are successful. The Merit Certificate would be a fitting reward to those who do not obtain scholarships but do creditable work.

For example, in the county of Carmarthen last year 148 candidates were examined for scholarships, and twenty-five were successful, but no less than eighty scholars reached, in the opinion of the examiner, "the scholarship standard." These fifty-five unsuccessful candidates might very appropriately have received a merit certificate, which would have been a tangible evidence that they had passed through the elementary school with credit.

In the County schools themselves since I last reported, a system of certificates has been established by the Welsh Central Board which are likely to be much prized, and which will tend to counteract the early withdrawal of pupils from these schools.

The Senior Certificate corresponds in a certain degree to the Scotch Leaving Certificate, and exempts the holder from certain examinations of a professional character.

Having considered the ways in which administration can affect a school, which are (broadly speaking) by providing suitable buildings and apparatus, and by enforcing attendance, I pass on to points of internal economy.

Of these the most important is the curriculum. The Code for 1900 for the first time lays down that in every school there should be an approved curriculum. In former times the choice of subjects was often determined by considerations other than educational, the grants to be earned exercising a paralysing influence both upon teachers and

Curriculum

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Block grant.

managers. Now, under the system of the block grant, the interest of the child is alone to be considered. It is intended that the child's educational foundation should be of such a kind that any superstructure can be easily raised upon it hereafter, and consequently the foundation itself must be firm and strong. It should be borne in mind, however, that the framers of the new regulations have not by any means wished that elementary education should be dwarfed and stunted, but rather that it should develop on broad and generous lines.

It is accordingly desired that in every school, in addition to the elementary subjects, some instruction should be given on the English language (formal grammar to a great extent being discarded), on geography, on history, and on nature knowledge. In addition to this, boys should learn to draw, and girls to sew, while both should have training in music and physical exercise.

Such is the mere outline of what a curriculum should be in order that it may be approved by the inspectors.

It is obvious that this outline may be filled up in many different ways, and it is hoped that managers and teachers will largely adapt their curriculum to local circumstances, the utmost latitude being given to them in this respect.

How will these new regulations affect Wales?

Curriculum in Welsh schools.

In the first place, the fact must be borne in mind that in a large part of the Principality Welsh is the language of daily intercourse.

Welsh language.

Let Welsh, then, be used much more freely than it is at present in giving instruction to infants and younger children. In object lessons, for example, children should be taught to a great extent about common things in a language that they can easily understand. In this way they will appropriate and make their own the first beginnings of nature knowledge. A curriculum accordingly should be approved that provides for certain lessons in Welsh-speaking districts being given in the vernacular.

On the other hand, it must be frankly recognised that in the purely Welsh-speaking districts English is a foreign language, and that it must be taught as a second language ought to be taught.

Much attention has been directed lately to the newer method of teaching foreign languages, and the adoption of this method should bear fruit in the teaching of English.

For this reason, probably, more time will have to be devoted in certain parts of Wales to the teaching of English than would be necessary elsewhere. It is generally acknowledged that English in the past has been taught on too formal lines, and that it is consequently readily forgotten.

The aim of our teachers should be to enable children before they leave school to read with fluency and intelligence ordinary books written both in Welsh and English.

Rural schools.

The second point to be noticed is that a very large proportion of the Welsh schools are rural schools. Out of the 1,695 separate school buildings in the Principality, about 20 per cent. are in parishes with a population under 300, and about 27 per cent. in parishes with a population under 500. There are only three county boroughs in the Welsh division, very few urban centres of the second rank, and, if we except the mining villages in South Wales, the quarrying villages of North Wales, and a few towns on the sea coast, the people mainly live in scattered hamlets, and are employed in agriculture.

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The problems of rural education can accordingly be studied with peculiar advantages in Wales, and I have asked my colleagues to collect contributions towards the solution of these problems from persons interested in the question, such as landowners, teachers, managers of schools, and others.

Some of these are printed in the Appendix I.

In an educational report, such as I am writing at present, only one side of the question can be touched, and large matters, such as the depopulation of country districts, financing of the schools, and the like must be left alone.

Adaptation of curriculum to rural school.

It may, however, be fairly asked whether the curriculum of country schools should not receive more attention in the future than it has in the past.

Circular 435 has been issued during the past year to managers of rural schools, and various suggestions have been made as to the methods by which the curriculum of those schools might be improved.

It has been pointed out before, but it cannot be too often repeated, that it is a complete misconception to suppose that any training in practical agriculture can be given in an elementary school. Such training comes at a later period, and in a school of a different grade.

Much, however, can be done to cultivate children's powers of observation, to give them interest in their surroundings, and to awaken tastes which will be of the greatest possible benefit to them in after life. It is early as yet to say whether the suggestions of the circular have been followed out, but from the schemes that I have received for approval, it is clear that many teachers are trying to think out plans for giving effect to these recommendations.

The following remarks from one of my contributors, (*) who is himself a teacher in a village school, are full of sound sense :—

"Lessons on common things can be made very interesting and useful. They should, however, be taught in a thoroughly practical manner. I take it that object lessons which only *interest* scholars are in a great measure useless. I may give a lesson on, say, an apple tree, and may make it very interesting by describing the structure of the tree, capillary attraction by which the sap moves upwards, the buds, blossoms, flowers, and fruit. If I stop there, the lesson, my time, and that of the scholars are in a great measure thrown away. The scholars should learn how to prune, graft, manage, and store the fruit, and they must practise everything that they learn."

Now this is a concrete example of exactly what the teaching in a village school should be, and it is a complete answer to the criticisms of those who allege that it is intended to make the instruction in the country inferior to that given in the town. In a word, the instruction should be of a different, but not of an inferior type.

The remark of course applies not merely to lessons on common things, but to all the other lessons on the time table.

A boy in a village school, for example, should receive instruction in the mother tongue on just the same principles as guide the teacher of English in a large urban school, but illustrations and matter may often be adapted to local circumstances.

What more charming book could be selected as a "continuous reader" for country boys than the life of Edward, the Scotch naturalist, by Smiles. Yet this book would hardly be as appropriate for children in Whitechapel.

(*) Mr. C. H. Wykes, Rhosddu Board School, near Wrexham.

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Objections considered.

It is necessary to consider some objections that have been advanced against these newer methods of teaching.

The most important of these objections is that country teachers are frequently not qualified to give the sort of instruction that is now suggested. "They have little knowledge of birds and insects, and little sympathy with country pursuits." "They have no taste for bee-keeping and gardening, and no skill in the use of ordinary tools." "How can teachers of this stamp succeed in interesting their scholars in matters connected with the country?" Yet is not this an economic question, and has it not often appeared in different forms before? Adaptation to new circumstances is necessary in all professions. A surgeon must familiarise himself with all new inventions if he is to retain his practice. A civil engineer must avail himself of all the help that new discoveries in electrical science afford, if he wishes to make a livelihood in these days of keen competition. Even a clerk in a counting-house or lawyer's office must not now rely solely upon his skill in handwriting, but must learn to use a typewriting machine with accuracy and precision if he is to earn a living wage for himself.

So it is in the teaching profession. If there is a demand for a certain kind of teaching, that demand must be met. It can be met by teachers remembering that they are never too old to learn, and it can also be met by our training colleges realising their responsibilities in the matter.

If it be probed to the bottom it will be found that the teaching of Herbart and his disciples, whose writings have had much more influence in America than in England, is really at the root of these newer tendencies in education, of which the reform of rural education, is only one phase.

It is for our training colleges to give effect to these principles. They will not, I venture to think, do this by giving instruction in agriculture, but they will do it (and probably many are doing it already) by encouraging habits of observation and resourcefulness, that will stand the college student in good stead whether his future life be in the town or in the country.

At a training college in Wales that I recently visited I found that some of the students had accompanied a class of boys from the practising school in a school excursion under the guidance of the Master of Method.

As far as I could gather from an account of it, this excursion, which was mainly directed towards observing the geographical features of the district, must have been of the utmost value to the students.

The resourcefulness to which I have alluded should also be useful to students in other ways.

Frequent complaints are made to me by teachers that they cannot give elementary science lessons without expensive apparatus. Surely, this is a great mistake, for, as Sir W. Abney lately said, in addressing the Conference of Science Teachers at the South-Western Polytechnic, "It is the business of a teacher to know how to make simple apparatus, and to instruct his pupils how to do it. There is a large quantity of admirable home-made apparatus, which is perfectly fit for the teaching of all elementary science in schools."

It will, of course, be said that training colleges have enough to do already, but if a more practical bent be given to their work and less book-knowledge required in examinations, the result of the training is likely to be more beneficial in the end.

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Another objection to any outdoor work being undertaken in country schools is the want of teaching power. Mr. Medd and others, however, point out, as will be seen in the Appendix, that outside help can be obtained in teaching such subjects as gardening or cookery, if payment is forthcoming. The Diocesan Association of Church Schools in Gloucestershire very wisely makes grants for this purpose, and the example might well be followed elsewhere. The appointment of peripatetic teachers is another way out of the difficulty, but such an expedient should only be a temporary one.

Curriculum generally considered.

It may be well now to see what the effect of the new regulations will be upon the curriculum of schools generally. The old rigid demarcation of standards will gradually pass away, and children will be arranged in classes not necessarily corresponding to the old standards. The outlines of a suitable curriculum applicable to country schools have been described above, but in the towns as well as in the country, local circumstances must be considered. The discrimination of subjects as class subjects and specific subjects has disappeared, but the teaching of the subjects under another name will still continue. In schools, for example, where specific subjects have been taken in the past, instruction of a similar but less specialised character will still be given.

Elementary Science.

In elementary science lessons, for example, teachers will be able to frame their own schemes and not be fettered by the necessity of conforming to certain stages of a particular subject, such as chemistry or mechanics. This will be useful in the case of girls no less than in that of boys. Domestic economy lessons in the past were often of too technical and abstract a character.

Teachers will now, I hope, use their freedom in giving a more practical turn to the lessons, and during the last year of a girl's stay at school, will see that she learns the elements of household management combined with some simple knowledge of common ailments and their remedies. The instruction in practical cookery has often had no connection with the domestic economy lessons. This anomaly should now disappear, and the cookery teacher and the ordinary class teachers should work together in harmonious co-operation.

In the Scotch Code these elementary science lessons are called lessons in nature knowledge, which is defined as being "direct experimental knowledge of standards of measure or weight, practice in applying them, in representing them to scale, and making simple calculations resulting therefrom; some acquaintance with the natural features of the plant life, the industries and productions of the district."

Such instruction cannot fail to be useful, but for science of a specific character the elementary school is not the proper place.

History.

History again has been strangely neglected in our elementary schools in the past, but under the provisions of the block grant it will now form a part of every approved curriculum.

The old method of teaching the subject by periods has nothing to recommend it, but the newer Concentric method of teaching the whole subject to classes above the lowest "advance being made year by year towards ever greater definiteness, greater realism, and greater detail" is based on proper principles, and I hope will be generally adopted.

Drawing.

It is now some years since drawing was made a compulsory subject in all boys' schools, and for the last three years the subject has been inspected by the Whitehall Inspectors, with the assistance of a special

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Drawing Sub-Inspector in each of the Chief Inspectors' divisions. Mr. Taylor, the Drawing Sub-Inspector in the Welsh division, has shown much enthusiasm in his work, and has addressed many meetings of teachers with good results.

Under the new Code teachers will be able to frame their own schemes, which it is to be hoped will follow closely on the lines of the alternative syllabus, which encourages free-arm drawing, and which is much more truly educational than the scheme generally adopted. The correlation of drawing with the other subjects of study such as geography, nature knowledge, and manual occupations should always be borne in mind. In this direction the methods advocated by Mr. Liberty Tadd, Director of the Public School of Industrial Art, Philadelphia, in his book "New Methods in Education," should be carefully studied. Even in language study, as Mr. Tadd points out, many important words can be fixed in the mind by drawing the objects to which they refer. He contends that in time, if properly taught, drawing becomes to children a mode of thought-expression.

Mr. Taylor reports very favourably of the free arm drawing in the schools at Barry, a town which stands in the forefront of all educational enterprise in the principality.

Memory drawing has not yet received sufficient attention, and there is far too much slavish imitation of copies and too little drawing from actual objects.

In hand and eye training.

In hand and eye training Wales is sadly behindhand. I recently obtained permission from the Board of Education for Mr. Taylor to pay a visit to schools in Leeds and Bradford, where hand and eye training has been carefully studied, and I hope that the Welsh schools will benefit by the experience that he has gained there. Brush work and clay modelling are perhaps the occupations that are likely to be the most valuable scholars in our own senior schools. In brush work the child is introduced to colour, and brought into immediate contact at an early age with the beauties of nature, and in clay modelling a knowledge and appreciation of form is gained such as cannot be acquired in drawing from the flat.

These occupations can be easily correlated with other subjects. In Bradford from 45 minutes to 1 hour is given weekly to brush drawing, and from 30 minutes to 1 hour to clay modelling.

I am glad to say that Mr. Taylor reports that the universal testimony of the instructors at Leeds and Bradford is that the preliminary hand and eye training is exceedingly valuable to boys who take up manual instruction at a later stage.

Manual training.

Manual training for older scholars, which has for long been the practice under the most enlightened schools boards in England, is slowly being introduced into the curriculum in Wales and Monmouthshire. In the county borough of Newport a training class has been opened for teachers, and one or two workshops are soon to be erected.

Some new manual centres have been opened at Cardiff and Barry, and as grants for the subject are given in addition to the block grant it is probable that additional centres will be opened in the near future.

For some reasons it is, perhaps, well that the movement has not extended more rapidly. The chief of these reasons is that the educational side of the work has not yet been sufficiently recognised in Wales, and that there is a danger of crude and ill-digested schemes being introduced, based on no sound principles.

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There is much in a name, and it would be better if the term "educational handwork" were substituted for that of "manual instruction." It should be regarded as essential that the centres should be under the direction of an instructor who is not merely skilful in the use of tools, but who is trained in the art of teaching, and sets a high ideal before himself and his assistants.

It is frequently the case that boys who are dull in other subjects show proficiency in manual work, and, again, boys who are clever at their books display little taste for work at the bench.

Most valuable lessons of self-reliance and perseverance can be given by an instructor who is thoroughly alive to the ethical importance of the study.

Again, manual work should be closely correlated with drawing and other subjects, and this can only be done by a skilled teacher. The particular system to be adopted is not of such great moment—the teacher is more important than the system.

Yet a progressive system, which aims at producing a finished model, and introduces curves of beauty into its designs, would seem on educational grounds to be preferable to one that simply deals with parts of an object without any reference to the whole of it. Rustic carpentry will, it is hoped, be taught in some village schools where opportunity offers, based on the lines of the late Dr. Götze's Handbook.

Drill and physical exercises.

Distressing accounts of the physical unfitness of many young men in our large towns, who lately wished to be recruits, have directed public attention to the necessity of drill and physical exercises in schools.

Swimming.

Since I last reported, except at Swansea, little, as far as I know, has been done to encourage the teaching of swimming to boys and girls in Wales, in spite of natural facilities in many places. The apathy that prevails on the subject is much to be regretted, and one can only hope that in time the example of school boards like those in Lancashire and elsewhere that provide swimming baths at the basement of some of their new schools will be followed in Wales.

Swedish drill.

The advantage of Swedish drill is gradually being recognised, and no other system is now taught in the girls' schools in Cardiff. It is to be feared, however, that in many instances drill is taught unsystematically and without proper knowledge. I recently learnt from an expert who had seen an exhibition of drill by infants at a concert in one of our Welsh towns that all the exercises but one were harmful.

Only one school gymnasium exists in Cardiff, and the use of this is confined to the scholars of the higher grade school. Before long, I hope, many more school gymnasiums will be erected in our large towns that will be available for the use of evening schools no less than of day schools. We cannot afford that our urban population should grow up to be weaklings, if the weakness can be counteracted in any way by due attention to physical exercises during their youth.

I have now briefly touched upon some of the points to be borne in mind by the framers of a curriculum for elementary schools. It will be seen that there is not much scope for variety of treatment. Without this there is danger of a dead uniformity cramping the energies of teachers and proving fatal to all true life and progress.

Each teacher can now think out for himself what is best for his own particular school, and the mere effort of doing this is of the utmost value.

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It is, however, outside the school walls no less than inside that the educator in the highest sense of the word finds his opportunity. School walks and school excursions are, I am glad to say, now being frequently adopted as a means of teaching children that all learning is not comprised in books.

School excursions.

One great use of the school excursion is that a teacher is able at these times to become better acquainted with his scholars than is possible in the class-room, particularly when classes are as large as they are at the present day. He is able to throw off for the moment the authoritative air of the pedagogue, and to enter with zest and amusement into things that interest schoolboys more than grown-up people. In this way indirectly more influence for good may be gained than by scores of direct lessons upon moral subjects.

Organised games.

Similar opportunities are afforded by the organisation of school games. Many teachers spend no little time and trouble in teaching their scholars to play games under proper rules. There have been complaints that in our English public schools too much attention has of late years been paid to games, but this cannot be said of our elementary schools, and I am glad to say that by a recent decision of the Board of Education a certain time may be devoted in school hours to systematic instruction of this kind.

In my own district in a boys' school at Monmouth advantage has been taken of the decision, and on Friday afternoons during the last half hour of the afternoon session the boys are marched to a neighbouring field and taught how to play football properly. Anything that will foster a corporate life in a school, to make boys and girls feel that they are not mere units, but members of a society should, I think, be warmly encouraged. For this reason I was glad lately to hear that a school magazine had been started at the Higher Grade School, Cardiff, written entirely by the scholars themselves.

School magazine.

This may seem a very humble beginning, but still, it is a beginning of a practical lesson in citizenship and of patriotism in the best sense of the term.

Teaching staff.

I have next to say something about the army of teachers who hold office in the Welsh division.

In round numbers this army amounts to 10,500. Of this total about 36 per cent. are certificated, 24 per cent. are non-certificated assistants, 27 per cent. are pupil teachers, and the remaining 13 per cent. are teachers qualified under Article 68. The number of pupil teachers has slightly decreased, but under each of the other heads there is an increase. It is gratifying to notice that the increase in the number of certificated teachers, viz., 2·6, is greater in proportion than the increase in the number of children on the school registers, which is only ·1. In remote country places managers have difficulty in procuring the services of certificated teachers, and it is not likely that this difficulty will diminish. The question is mainly a matter of finance.

It is a matter of regret that the teachers qualified under Article 68 have increased from 1,297 in the year 1899 to 1,389 in 1900.

It is time, I think, that the number of teachers so employed in any one school should be restricted, otherwise the temptation is strong for managers to economise in a direction that is harmful for education.

Pupil teachers' centres.

The number of pupil teacher centres is, I am glad to say, increasing. Some boards have combined in establishing a common centre, and it is becoming more customary than it was for pupil teachers under smaller

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boards or under voluntary managers to be sent to a centre in a neighbouring town if geographical conditions admit of this wise plan being adopted.

I have paid visits myself to several of these institutions in South Wales, and believe that much good work is being carried on in them.

In many cases, however, the premises used as pupil teacher centres are very unsuitable, and I am glad to find that several school boards are proposing to erect special buildings for their central classes. It would be quite easy to make provision in these buildings for manual instruction and cookery centres for the day schools.

Instruction of pupil teachers at Welsh Intermediate schools.

In North Wales and in Mid-Wales, where the population is more scattered, these pupil-teacher centres cannot generally be established, and there has been much discussion of late in Welsh educational circles about utilising the Welsh Intermediate schools for the purpose of the instruction of pupil teachers. This system has for some time been successfully in operation at Blaenau Festiniog, at Barry, and at other places.

Conferences have been held on the subject at Rhyl, Carnarvon, and elsewhere, and a memorandum dealing with the matter has been issued by the authorities of the University College, Aberystwyth. The most sensible plan seems to be that pupil teachers should attend as probationers for two years at a Welsh Intermediate school, and obtain if possible the junior certificate of the Welsh Central Board.

This certificate could be obtained at the age of sixteen. The probationers might then be apprenticed at an elementary school, and still continue to study for a certain number of days a week at the Intermediate school, the other days being employed at the school to which they are attached. Such an arrangement is quite feasible, and if it were generally adopted the question of pupil teachers' instruction would to a great extent be solved in Wales. In some places evening classes have been established for pupil teachers who have been employed in school during the day. This plan cannot be regarded as a satisfactory one, and for various reasons should be discouraged.

I am glad to say that there has been a gratifying increase in the number of pupil teachers in Wales who have earned the highest grant in the collective examinations, the number having increased from 460 in 1899 to 549 in 1900.

The work of the teachers.

In speaking of the work done by the elementary teachers it is almost an impertinence for me to say, on behalf of my colleagues and myself, how well the vast proportion of them perform their duties, often under trying circumstances and difficult conditions; yet it is not amiss that they should be assured how highly their work is appreciated by the Inspectors, who perhaps know better than anybody else the nature of the difficulties with which they frequently have to contend.

If, however, I were to utter any word of advice which is especially intended for the younger certificated teachers it would be this:—"Do not suppose for a moment that the possession of a certificate justifies you in leaving off your studies. Take an interest in the professional side of your work. Read what is best worth reading in the educational writings of those eminent men who have dealt with the moral, intellectual, and physical training of children. Think out for yourselves the best ways of applying principles to practice. By this means, as you tread the somewhat monotonous path of daily duties,

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you will be able to drink from a spring that will never fail to refresh you, sustain you, and stimulate you to new exertions."

I now proceed to give extracts from reports that have been sent to me by my colleagues.

Mr. Edwards (Merthyr Tydfil district) reports :—

Attendance.

"I anticipate a great improvement from the recent amendments of the Acts. The chief school boards have circulated the information that the maximum fine has been increased, and I am informed that the magistrates have begun to make excellent use of their enlarged powers.

"Another gratifying reform has been the raising of the minimum age for underground employment from twelve to thirteen. The full fruition of this will not, however, be secured until the standard for total exemption is raised. It is now invariably the fifth, which can easily be passed before the age of twelve, and the consequence is that the boys, the vast majority of whom, in my district, are destined for work in the collieries, have a year in which to play and forget what they have learnt. At least for that year they are beyond the reach of the compelling authority.

Work of the schools.

"During the last two years our chief work has been watching and encouraging the emancipation of the teachers from the habits engendered under the system of annual examinations.

"The weakest point hitherto has been that the teacher does not exercise sufficient self-restraint, but speaks and does too much himself, and thus loses many opportunities of rousing the children to effort. For instance, he will do all the black-board work himself in a drawing or arithmetic lesson, or will tell the children, when teaching geography, a great deal which they could easily discover for themselves from the map, and which they would remember all the better for having done so. This is not the way to train faculty in the children.

"In spite of the imperfections which are perhaps inevitable in a time of transition, there is nearly always much to praise. The teachers, as a rule, well merit the confidence of their managers. It is an extremely rare thing to find any irregularity in the conduct of a school at our visits without notice.

Manual training.

"The Ystradyfodwg School Board has established manual training centres in every part of its populous district, and the Merthyr Tydfil School Board has one centre at work. Hand-and-eye training in the lower classes has been taken up with great success at Dowlais Board Boys' School, and will shortly form part of the programme of all the schools in Ystradyfodwg.

Teaching of Welsh.

"In this district every phase of the bilingual problem is exemplified. In some parts of the Rhondda, Aberdare, and Merthyr valleys the population is preponderatingly Welsh, in other parts English shares the field with Welsh, while in a few localities Welsh is seldom or never heard.

"Nearly all the school boards have passed resolutions that Welsh should be taught in their schools, but some of them are satisfied with a very meagre sylabus, while others make no inquiry as to whether the behest has been obeyed, with the result in the latter case that the subject is quietly dropped. The number of schools where Welsh is effectively treated is small. Naturally the greatest success is obtained where both the head teacher and the bulk of the children are Welsh-speaking, and the former has made up his mind that the best education is given through the cultivation of both languages.

"Where Welsh and English children are mixed, the instruction has so far seldom been of much value. The children read a Welsh primer or reader, and the teacher tries to get them to translate the phrases into English. This is done by the Welsh children with more or less success. The English children soon learn to pronounce the Welsh words, because of the phonetic regularity of the spelling, but do not learn to *speak* Welsh, as the teacher conducts the lesson entirely in English.

"All through the district the Welsh children have excellent opportunities of learning English, as that language is now taught from the beginning in

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he infant school on a conversational method, roughly approximating to the direct.

"If the object is to teach the English children to use Welsh as a second language, and to prevent the Welsh children from losing their hold of their mother tongue (a most laudable motive the latter), it is clear that the Welsh lessons ought to be given on the direct method. English should not be employed in the Welsh lessons, except in strictly preparatory work. A very rigid adherence to the direct principle involves more time than can always be spared, especially when abstract terms are being dealt with, but the *final* lesson in the group ought to be conducted purely in Welsh, whether the matter be connected with a picture or with a reading-lesson.

"The difficulties in the way of the general adoption of this method are well known. In this district, however, there is no scarcity of Welsh-speaking teachers; they only require to be distributed. Experience, training, proper apparatus will come in time. Whether the requisite amount of time can be spared for the lessons is a delicate one, for the answer depends largely upon the value which is set upon proficiency in Welsh. But there is also the consideration that the training given in the course of the Welsh lessons is not merely linguistic, for the subject-matter, whether it be history, or geography, or science, is also impressed on the learner's mind. Imagination and the dramatic faculty may be stimulated by Welsh recitations and dialogues."

Mr. Bancroft (Pembroke District) reports:—

"The question of school attendance is very discouraging. Some of the larger school boards are doing all they can to secure regularity of attendance, but the numerous small Boards are as apathetic in the matter as they can be. In Pembrokeshire the school boards of St. David's, Narberth, and Haycastle, and in Carmarthenshire those of Llanpumpsaint, Conwyl, Llanllawddog, and Cilrhedyn may be named for their backwardness in enforcing attendance. Attendance.

"Evening Continuation Schools continue to flourish in some parts of my district, and are doing good and useful work. This winter they number eighty. They are chiefly found in the Welsh-speaking country districts, and their work is mainly confined to reading, composition, and arithmetic. In the English-speaking parts of Pembrokeshire there are hardly any, and in the towns of Tenby, Pembroke, Pembroke Dock, Haverfordwest, and New and Old Milford—all entirely English—there is not one. Evening schools.

"I have always a feeling of respect and admiration for many of the teachers of rural schools, who, with a weak staff, are able to teach infants and four or five classes with conspicuous success.

"Several school boards in my district have lately been building houses for their teachers, having found out the mistake of not having done so originally. I have known cases, too, where a nice garden has been the means of keeping a good man from going further a-field.

"It is an excellent plan to bring the instruction in rural schools (indeed in all schools) more into harmony with the surroundings and the life of the scholars. On account of our national conservatism in such matters it has been too long delayed. Not that I believe that what is expected by some people will follow, viz., that it will stop the migration from country to town. In the three counties in which I work the more active part of the population finds insufficient inducements to remain in their native villages, and is sure to continue moving to the coal districts and manufacturing centres, so long as very high wages can be earned there. I am glad to find that in many of the schemes of work submitted to me for the coming year advantage has been taken of teaching gardening both practically as well as theoretically. There has also been a start in taking school walks and a few days ago I copied the following from the log-book of a small school in the very wildest part of Carmarthenshire.—'Took the children out for a school-walk this afternoon, and gave them simple lessons on the spot about the most common trees as oak, ash, beech, fir, hazel, hawthorn, etc., and flowers and plants as the dandelion, daisy, fox-glove, sorrel, rosemary, bur- Rural schools.

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dock, lavender, etc. As we were walking along the banks of a little river, we were amused when we saw one of the little boys who left us for a few minutes without being noticed, bringing us a nice trout from the stream, and asking me to speak about it. Before this was over, I noticed one of the big boys with a frog in his hand. I gave them a lesson on it. As we returned, most of the children were engaged in picking up plants and flowers and asking their names, &c. . . . . I find that on Saturdays and in the evenings the children go out looking for plants and flowers, and that the parents also take great interest in the subject.'

"It would be very desirable that acting teachers should be encouraged (and helped financially) to attend lectures, such as might be given at convenient centres, on horticulture and agriculture, or to go through a course in general natural history, forms of vegetation, &c., with excursions and out-of-door illustrations. This is done in some English counties, but the Welsh county councils have done little or nothing of this sort.

Drill. "Physical drill is taught with very fair success, I think, considering that many of the teachers have not been through a course themselves. Under two school boards it is taught by ex-Army sergeants, but not with any marked superiority. There is a great want of smartness in much of the drill that I have seen, and teachers very often attempt exercises which are quite impossible or valueless when the children are in the desks."

Mr. L. J. Roberts (Denbigh District) reports :—

"During the past two years the following points may be indicated as fruitful in greater good :—

"(1.) The adoption almost universally in the district of the uniform school year, divided into three terms, ending when the school breaks up for the summer holidays.

"(2.) The addition to the work of the girls, in girls' schools, of geography, which too frequently had been omitted, needlework being, as a rule, the second class-subject.

"(3.) The substitution in many schools of Scheme B for Scheme A in arithmetic.

"(4.) The deposition of English 'grammar,' in its rigid, formal sense, from the pre-eminent place it often occupied in the school curriculum.

"(5.) More systematic attention has been given to the teaching of Welsh right through the school, and not merely as a specific subject for individual scholars in the higher classes, with methods variously adapted to the needs of the scholars, according as they are Welsh-speaking, English-speaking, or bilingual.

"(6.) Physical training and military drill, largely under the influence of the wave of militarism which is now sweeping over the country, have received a great impetus.

"(7.) Greater spontaneity and freedom in the work of the schools generally, accompanied by a growing sense of responsibility in the teachers, who seem more anxious than ever to justify the confidence reposed in them.

History. "History is now obligatory, at least, in the higher classes in all schools. No subject in the past has been more neglected in our elementary schools than the history of our own country. In the future their imaginations will be aroused, and their interest in their own country quickened by hearing something of its great men and its great deeds.

The school journey. "The school journey is here also, as in the geography teaching and in the acquisition of nature knowledge, a pleasing instrument of instruction. The boys of the National School, Rhyl, have visited St. Asaph Cathedral, and same historic spots in the Vale of Clwyd. The boys of the Llangollen Board School are taken to Valle Crucis Abbey, in itself a sermon in stone, and to memorable spots in Owen Glyndwr's country. Lectures on the associations of these places are given by skilled persons on the spot.

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Lasting impressions are made on the children's minds, they see something of the poetry of history, and the educational formative value of the study is enhanced.

"It is too soon yet to speak with confidence of the momentous effects which are bound to follow the latest Code in the aims, the methods and the general efficiency of the schools. It would be rash to make idle prognostications; but it may safely be said that intelligence will be a more prominent feature in the instruction in many a school, now that we are emerging from the sphere of 'mechanical routine to that of rationalised endeavour.' Already there are unmistakeable signs of improvement in the direction of greater scope and flexibility, of variety and elasticity in the curriculum. Though some schemes of work still show the deadening influence of the old schedules and other stereotyped forms and models, most of those submitted to me during the last six months prove that the teachers have not hesitated to deviate largely from some of the normal patterns. A vigorous effort at the correlation of studies is being made in most schools, and though the formalism of the enthusiastic follower of Herbart has to be guarded against, there is every reason to expect a gain in intelligence from this effort. Many teachers show considerable resourcefulness and ingenuity in making interesting attempts, attempts which are by no means fanciful and far-fetched, to secure some common connecting idea in the lessons given in one week in geography, history, composition, recitation, drawing and singing. The mystic charms of music, wedded to appropriate words, can also be made to enhance the interest of many a lesson. National airs, in particular, are of great service in this respect.

Dairy instruction.

"According to the Report of the Board of Education for 1899—1900 only one school that year received a grant under Art. 101 (*g*) of the Code for the practical teaching of dairy work. This instruction was given to a class of Girls from Bodfari National School, near Denbigh, by Miss Roberts, the Chief Instructress of the Dairy School established at Llewenni Hall, Denbigh, in connection with the University College of North Wales, Bangor. This experiment being unique, I asked Mr. P. P. Pennant, of Nantllys, St. Asaph (Chairman of the Flintshire Quarter Sessions and Vice-President of the Council of the University College, Bangor), what he thought of the value of the instruction given. The inception of this movement is due to Mr. Pennant, who has taken a deep interest in the work. He writes:—

"'I consider the dairy instruction given to the class of girls in the Bodfari School to be of the greatest value. Regarded merely as a practical lesson on the importance of cleanliness, it is worth all the time and trouble expended, but, in addition, the actual knowledge acquired is very considerable. In the case of some of the quickest girls, after even one course of twenty lessons, they are perfectly able to make good butter without aid or supervision, and, as a matter of fact, have induced improvements to be adopted in the dairy work in their own homes, such as the use of the thermometer and a more careful working and making up of the butter.'

The Aid Grant.

"'The Aid Grant, even though in amount not very great, has been of incalculable benefit to the voluntary schools, many of which have been saved from ruin or, at least, from a dubious, precarious existence by it. At the time of the passing of the Voluntary Schools Act, 1897, an extraordinary number of schools in this district, most of them voluntary schools, had been officially 'warned' under Art. 86 of the Code as inefficient. The interposition of the Aid Grant has not only protected these from extinction or some dire calamity, but the generous grant which the governing body has wisely allocated to these really necessitous schools has actually raised them in the course of two or three years to a position of very creditable efficiency.

Rural schools.

"In the past the course of instruction in the Welsh country schools differed very slightly, if at all, from that adopted in town schools. Both were based on a stereotyped code. This system may have been not without advantages. The force of the rude shock felt by the Welsh child when he plunges into the vortex of town life was probably mitigated by his previous training, which was not fundamentally different from that of

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his English town brother. In any case, young rustic lads from remote and isolated regions flourished surprisingly in the great cities, though their success may rather be due to a certain staying power and reserve of 'unexhausted fertility of the native soil' which enables the country recruit to go further in the long run than those who all their lives have been congregated in towns. On the other hand, this system, in the incentives which it gave to aspiring youths, denuded the country of material which would be valuable in agricultural pursuits. It propagated a distaste, and even a contempt, for manual labour. It bred antipathy to the farm rather than love of it. It inspired no love of country life—of that pastoral life of which poets have ever sung. In Wales many maintain that the elementary school has not really 'educated' the peasantry, 'whose best country ever is at home,' and that the real development of the Welsh-speaking Welshman—his literary and æsthetic education, as contrasted with instruction—has been left to other agencies, such as the Sunday School and the Eisteddfod. It is now hoped that the cleavage or the antagonism which to a great extent existed formerly between the instruction imparted in the day school and that of the other institutions which truly educated many a peasant and quarryman will vanish.

"The teachers in this district are keenly alive to the importance of making the instruction in the schools suitable to the environments of the scholars. They would, as Circular 435 points out, 'deprecate the idea of giving in rural elementary schools any professional training in Practical Agriculture,' but they know, to quote the words of the Circular again, 'that teachers should lose no opportunity of giving their scholars an intelligent knowledge of the surroundings of ordinary rural life, and of showing them how to observe the processes of Nature for themselves.' They are anxious to train the reasoning powers of their scholars, to arouse the spirit of enquiry, and to develop the faculty of observation. They know that in order to do this effectively they themselves must first receive suitable training. Thus, at a meeting of about 100 primary teachers, held at Rhyl last July, when I had the privilege of reading a paper on the New Code, a unanimous resolution was passed that 'the Denbighshire and Flintshire County Councils should be most urgently requested to offer facilities (through their respective Technical Education Committees) to teachers of Elementary Schools by establishing on Saturdays classes for special instruction in Agricultural and Manual Instruction, so that rural teachers may be better equipped to avail themselves of the opportunities now offered by the New Code, to arrange the curriculum of the schools to suit the local necessities.' This resolution has been submitted to the County Councils in both counties, and by them referred to special committees for consideration.

Pupil teachers.

"It would seem that the step which is likely to be most fruitful in lasting and positive good in educational matters in this district during the last two years is the earnest and sympathetic effort which is being made, with the hearty co-operation of all interested in education, to provide better training for the pupil-teachers. Under the Denbighshire scheme (which has already been definitely adopted by the Wrexham, Bersham, Brymbo, and other Boards, as well as by some voluntary school managers), the pupil-teacher in future is educated wholly at the County School for a period of two or three years, during which he (or she) does not teach at all, and is then expected to pass the Junior Examination of the Central Welsh Board at the age of about sixteen. He is then apprenticed for a reduced period of two years, and during this period is again instructed for at least seven hours a week at the county school. The pupil-teachers already apprenticed under this system under the larger Boards just mentioned attend the county school as half-timers even during the period of shortened apprenticeship. Many managers find no difficulty in attracting well-grounded candidates from the country schools, an increasing number having obtained this year the Junior Certificate of the Central Board for a reduced period, without having been themselves responsible for their fees at the county school.'

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Mr. T. Jones (Brecon District) reports :—

"Many of the schools erected twenty or more years ago are no longer suitable. In most of them the main rooms are very large and are not in any way subdivided by partitions; on the other hand, the class-rooms attached to these large main rooms are small and are often overcrowded with children. The ventilation and the light in many of these rooms are also defective. Some Boards have wisely decided to spend money in altering such inconvenient premises and adapting them to modern requirements. Buildings.

"This grant has been of considerable assistance to Managers of Voluntary Schools in the district. In many schools new furniture, which was much needed, has been provided, the salaries of the teachers have been increased, and in a few instances, an addition has been made to the teaching staff. It is to be regretted that the amount allocated to country schools is so small. The subscriptions do not appear to be falling off, but in some places there is a tendency to rely too much upon this grant. Aid Grant.

"The large Boards in this district, Aberystwith, Bedwelty, Llanelly (Brecon), and Trevethin, receive very large amounts under section 97 of the Education Act of 1870 as amended in 1897. Necessitous board.

"Manual instruction is not taught in any school in my new district, and I fear it will not be taken up by any of the Boards for some time.

"Rural schools are generally worked at a great disadvantage as compared with those in towns and populous districts. The Managers of rural schools have, as a rule, only limited resources of support. The irregularity of the attendance of the scholars affects the amount of the grants, and voluntary subscriptions are often obtained with difficulty. The schools are in consequence inadequately staffed, and progress equal to that in town schools cannot be expected. Rural schools.

"Evening Schools are not common in the rural portions of the district, and with the exception of the one at Glascoed Common, the Technical Committee of the County Councils do nothing to encourage or to support them. Evening Schools are maintained by the Aberystwith, Llanelly (Brecon), and Llanhilleth Boards, but some of them are kept open only from September to Christmas, so that their educational value and influence are limited." Evening schools.

Mr. E. Roberts (Carnarvon district) reports :—

"The ventilation, warming, cleaning, and furnishing of the schools in the district have been so improved that at the present time no parent can reasonably object to them on hygienic grounds. This consideration should have its due weight with the local authorities, and stimulate them to display renewed activity in enforcing regular attendance at school within their respective districts.

"Not only have the school buildings been rendered more wholesome and attractive, but a material strengthening of the teaching staff has also been effected. In the larger town and country schools pupil teachers have been, to an appreciable extent, displaced by certificated assistant teachers, in other places assistants—qualified otherwise—are associated with them in the work of teaching. Staff.

"As already stated, pupil teachers are not so numerously employed as formerly, partly on account of the increasing scarcity of candidates—especially male candidates—and partly owing to the difficulty experienced by Managers in providing for their adequate instruction. The only pupil teacher school in the district is that established by the Bangor Board, and this is open to the pupil teachers of the surrounding district on payment of a reasonable fee. Up to the present time this school has done good work. The Carnarvonshire County Governing Body have conferred with the managers and teachers of elementary schools, with the view of devising a workable scheme by which the instruction of pupil teachers might be solely entrusted to the Intermediate School authorities. As there are ten such schools in the county, no geographical reasons exist for not putting the plan into execution, as the bulk of the pupil teachers are within easy Pupil teachers.

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distance of one or other of these schools. At the present time the whole question remains in abeyance. One step in advance has, however, been taken. Most of the School Boards in populous centres have passed resolutions that no candidate for the office of a teacher shall be accepted who has not received two years' instruction at one of the Secondary Schools, and who has not obtained the Junior Certificate of the Welsh Central Board.

Attendance.

"The returns sent to the Board of Education unfortunately show but too clearly that there are still many parents who realise but in an imperfect degree the advantages of early education, and that there are other parents, serving on Boards and School Attendance Committees, ready to accept the flimsiest and most untenable excuses as adequate and sufficient reasons for absence. The School Boards acting for a compact area are more reprehensible in this respect than the School Attendance Committees, whose area of control is much wider and more scattered, and who usually, before reaching this part of their work, have to discuss other matters in their capacity as Guardians. As, generally, they can only spare one day for the exercise of the double function, the school work comes on last, and being distasteful to the majority of Guardians, and regarded as of secondary importance, is quickly despatched. I much fear that the duty of enforcing attendance cannot be efficiently discharged until entrusted to an executive whose jurisdiction extends over a whole county, and whose attendance officers combine no other employment with their work.

"The relief from undue and excessive anxiety respecting the welfare of dull pupils has enabled teachers to take a calm and comprehensive view of the whole field of their labour; to draw out well-considered courses of instruction in the various subjects; to make clear their inter-connection and close relationship, and to show that, combined, they make up one harmonious whole; and to adopt methods of teaching that appeal by their simplicity, naturalness, and transparent continuity to the intelligence of the bright and dull child alike. So systematised, so connected, and so taught, progress and improvement in all branches of instruction must inevitably follow; and it is needless to specify under distinctive heads to what extent this has been the case. I shall content myself by saying that the new system has made simple and easy composition possible by merely linking it to the work of all the classes, and has made the processes of arithmetic intelligible by clearly establishing the close connection subsisting between the oral and written work.

Welsh.

"Teachers have been left free and untrammelled to use the Welsh language to the extent they may think fit in the teaching of one and of every subject which finds a place in the school curriculum. It is only when evident prejudice bars and obstructs progress that I take the liberty of pointing out the folly of neglecting to use a language—with which the scholars are perfectly familiar—as a useful and vigorous nurse for the rearing and upbringing of another when in a state of infancy. When taught as a specific subject, most gratifying proficiency is shown, and the quickening effect upon the general intelligence of the pupils produced by the training is most marked and real.

Common things.

"Attention has been drawn in Circular 435 to the importance of making the education in rural schools more consonant with the environment of the scholars than is now usually the case. With the view of improvement in this direction, several conferences of teachers with myself have been held, and written suggestions sought and received from managers, and from some of the leading educationists in the district.

The child's world and what he notes in it.

"The child's world in the country, and indeed, in towns, is confined usually to a small area, where his earliest and most permanent impressions are formed, and which he receives on his way to and from school, and in his many wanderings and excursions on his own or parents' account. All these impressions can be oft renewed by actual touch and sight of the objects themselves. He also witnesses operations, agricultural and otherwise, which are either of daily or periodical occurrence. Of all these he unconsciously makes mental notes. He also observes that his elders

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make use of nature's productions, animate and inanimate. By means of various applications he notices that they cause the land to produce what it did not yield before their intervention, and that a change even in trees is possible by grafting. The instruments which men employ to bring about the changes come also under his observation and engage his thoughts.

"Most of these he finds are not made in the neighbourhood, though some of their component parts might be obtained there. In one part of his neighbourhood he finds water put to work, in another wind. Notwithstanding all this activity directed mainly in the production of food for man and animal, the conclusion is forced upon him that most articles useful for this purpose come from elsewhere. The roads intersecting the country about him arrest his attention, and the care taken to keep them in good order. The presence of numerous birds and insects above him, and of snails, worms, moles in field and garden excite his curiosity. He wonders at the great variety of flowers and plants which abound in fields and hedgerows, and why they are visited in turn by bees, wasps, butterflies, &c. The constant and regular changes in the appearance of trees, now in bud, next in leaf, and lastly in fruit, are phenomena beyond his comprehension. Moreover, the spirit of inquiry thus roused and fanned at the elementary schools might, and probably would, engender a desire for further and fuller explanations of operative causes, natural or artificial, at evening schools or other institutions. Another recommendation made in Circular 435 should not be overlooked, namely the paying of visits of observation to fields, ponds, forests, farmyards, places of historical or geographical interest, &c., under skilled guidance. In most localities the friendly co-operation of experts in nature's phenomena or industrial processes would doubtless be often available. The principles advocated in the circular might also be applied to urban and semi-urban neighbourhoods. The objective realities which confront and surround the children's homes should be made the subjects for (*a*) object lessons in the lower classes, (*b*) more advanced instruction in the upper classes, and (*c*) popular, if not scientific, explanation at our evening continuation schools."

Mr. Darlington (Aberystwyth District) reports:—

"The attendance in some parts of this district has shown a marked improvement as a result of greater activity on the part of the responsible authorities. In a few places I regret to say that things have gone from bad to worse. The persistent neglect of some local authorities to perform their statutory duties is an evil which urgently calls for remedy. The worst offenders in this respect are the small country School Boards. Attendance.

"I think the infant schools of the towns are improving. They are certainly better equipped with apparatus than they were a couple of years ago, and the teaching appears to me to have gained in flexibility and intelligence. Of many of the infant classes in the country it is impossible to speak very favourably. The infant teacher is generally a woman approved under Article 68, or, it may be, an ex-pupil teacher, with no special knowledge or experience of the methods of teaching very young children. In such cases it is our custom to advise the teacher to take an opportunity of observing the methods adopted in a good infant school, if such there be, in a neighbouring town, and it is gratifying to be able to say that in several instances the advice has been taken, with encouraging results. Infant schools.

"The conferences of teachers and managers, which have been held to discuss questions of educational interest, have, I believe, been of great advantage to all who have taken part in them. I hope to see such meetings become more frequent in my district. For teachers in the remote country districts, who are without the stimulus which intercourse with other workers always gives, such meetings possess a value which cannot be overestimated. Properly organised and conducted they may even supply the place of the short "pedagogical courses" which have been organised elsewhere for the benefit of untrained or inexperienced teachers. Conferences.

"The question of how best to adapt the education given in our elementary schools to the special requirements of rural districts has received much Rural schools.

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attention from all classes of people in this district, and has formed the principal subject of discussion at several conferences of managers and teachers which I have attended during the past year. It remains to be seen what fruit the newly-awakened interest in the subject will bear in practice. Generally speaking, I think the teachers are awaking to the necessity of making the teaching less dry and formal, and bringing the school into closer touch with its surroundings. I am bound to say, however, with the best will in the world to bring their teaching in school into living relation with rural life, many of our county teachers are, however, surprisingly deficient in preparation for the task. It is true that they are themselves for the most part country bred. But it must be borne in mind that their very choice of a profession in the first place has generally been the result of a preference of some other mode of life to rural pursuits; and it is to be feared that the whole course of their subsequent training is frequently such as to accentuate rather than otherwise their want of sympathy with rural life. Hence it happens in many cases that the teachers themselves need special preparation and guidance before they can profitably act as instructors of youth in respect to the common objects of rural activity. It is therefore with special pleasure and gratitude that I mention here the valuable work that has been done in this direction, especially in Cardiganshire by Mr. Pickard, the Lecturer on Horticulture in the University College of Wales, Aberystwyth. By his useful and practical lectures and talks with teachers and others in different parts of the county, Mr. Pickard has succeeded in awakening an interest in cottage-gardening, which has already had its effect in improved teaching in the schools.

Teaching of English.

"The old method of dealing with English—a method still in favour with the less enlightened teachers and managers—was simple to the point of absurdity. It consisted in simply ignoring the fact that the scholars did not know English, that is, in treating little Welsh-speaking boys and girls precisely the same as if they were natives of Yorkshire or of Somerset. There was consequently no attempt to teach them English, but they were taught everything *in* English, that is, in a language which they had never learned. The theory was, that the one thing necessary to make the children acquire English was to shut Welsh out of the school as completely as possible. The inevitable result followed. The children acquired the most superficial and inaccurate knowledge of English, whilst every other subject of the curriculum suffered because the instruction in it was imparted in a foreign language.

"So thoroughly was this system carried out that it was applied even to the lower divisions of the infant school. Even now I occasionally come across distressing examples of the results of such teaching. I ask a teacher in an infant school to question her class upon an object lesson. All her questions are in English, and every question is readily answered in English by the children. Knowing that the children speak nothing but Welsh out of school, and wishing to ascertain if they have really understood the lesson, I ask the teacher to repeat her question in the children's own language. She does so, sometimes with manifest reluctance. Result—blank silence on the part of the children. A casual observer might conclude that the children know English better than Welsh. Nothing of the kind, for all practical purposes, they know no English at all; they have simply been trained to repeat, parrot-like, a certain answer when a particular question is asked. This is typical of much of the teaching in infant schools where the old-fashioned method of excluding the native language as much as possible is in vogue. The result is that a certain showy and superficial knowledge of English is produced at the expense of all real intellectual training. On the other hand, the best educational results are obtained in infant schools where the traditional methods have been more or less discarded, and the children are taught in the language they know best.

"The old slipshod methods of teaching English have of late years been eked out in Welsh schools by the following expedients:—

(*a*) By the use of bilingual reading books.

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(*b.*) In the higher standards, by the substitution of translation from Welsh into English for original composition.

(*c.*) By the practice of taking "English" (that is, English grammar) as a class-subject.

"The results of the first method have been almost entirely good. The advantages gained by the second must be regarded as more doubtful. Certainly, if the teaching of English were properly organised in Welsh schools, original composition must always have the preference over translation. The third expedient has been comparatively fruitless of good results, owing to the formal and unscientific manner in which the subject has been treated. It is probably solely in consequence of the strength of the classical traditions in English education that we have continued for so long to describe the simple forms of our almost flexionless English speech in terms which are applicable only to highly inflected languages, such as those of Greece and Rome. Now it is bad enough to teach an English boy to speak of gender in reference to an English substantive when every student of English knows that grammatical gender, as distinguished from sex, disappeared from the language more than half a millennium ago. But when you tell a Welsh boy, in whose language real gender exists, to attribute gender to words from which it is obviously absent, the result can only be either to befog him hopelessly, or, if he is more than usually intelligent, to persuade him that the so-called grammar you are teaching him has no relation to the facts of actual speech. And in the case of the Welsh boy, the evil is increased by the fact that while we have been teaching him to recite more or less meaningless statements about the words and forms of the English language, we have systematically neglected to give him any real instruction in the language itself.

"More reasonable methods are gradually gaining ground. It is becoming obvious to our more intelligent teachers that the intellectual training of the children need not be sacrificed to the supposed necessity of making every lesson a lesson in English, if only the teaching of English, especially in the higher standards, is made more systematic and intensive. Personally I am of opinion that the systematic study of the English language in Welsh schools need not begin earlier than the second standard. Considering that English, as defined in the new Code, must absorb one third of the hours available for secular subjects, it seems absurd to suppose that, taught by rational methods, a child cannot acquire it in the last six or seven years of his school life. The acquisition of English will be facilitated rather than otherwise, if the systematic study of it be deferred until the child's mental powers have undergone a certain degree of general cultivation and discipline. The oral exercises in English recommended in all the "Specimen Schemes adapted to the New Code" have a special importance for schools in Welsh-speaking districts. The emphasis laid upon these exercises has given our Welsh teachers a valuable lead in the direction of making their English teaching more practical, while the subordination in which the formalities of English Grammar are exhibited in the "Schemes' in relation to English as an instrument of speech has also furnished an object-lesson which was very much needed."

Mr. Hughes (Swansea district) reports:—

"The Central Hall plan is now the accepted type of school building in the Swansea district. School buildings

"Some of the new schools and re-modelled schools in the town of Swansea are everything that a good school building should be. A word of praise is also due for the liberal way in which the schools are decorated. Beautiful pictures and busts are teachers none the less powerful that their voices are silent. They appeal directly to the æsthetic faculty, and provide a perennial source of normal strength in after life. Such liberality is eloquent of the appreciation of education in the popular mind.

"There can be no doubt of the value of the Central Hall, though I believe that it is not utilised to anything like the extent it might be. Were it furnished with suitable gymnastic apparatus it might fulfil the function of

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a school gymnasium without seriously interfering with its primary purpose. In fact this is done in at least one Swansea school with very satisfactory results.

Infant schools

"A noticeable change is taking place in many of the Infants Schools.

"The routine of the primary school which was introduced into and ultimately dominated the infants' school is gradually disappearing. Formal lessons in the three R's no longer form the main portion of the curriculum.

"Language training is receiving attention, the number of exercises are oral and limited to small concrete quantities within the child's experience; drawing in sand in the lower grades and paper with pencil or pen in the upper grades is replacing writing on slates; indeed slates are rapidly and books slowly disappearing from these sub-primary schools.

"The training is based upon experience, and the curriculum concentrated on the nature lesson.

"Unfortunately the classes are too large, and the premises generally too inconvenient to carry out in full these principles of child training, nevertheless the resourcefulness of the teacher often rises superior to the surroundings, and her enthusiasm enables her to maintain and persevere in the good work she is doing.

Rural schools.

"In rural schools over-classification is a fruitful source of trouble, *e.g.*, it is not rare to find a school of sixty children divided into as many classes as a school of 600 children. This may be due, to some extent at any rate, to the previous training of the teacher. No teachers for such schools are being trained at the Normal Colleges. The only product of the training college is the urban class teacher.

"A training college for rural teachers need not be inferior, only different. Indeed, there is no reason, so far as I know, why existing training colleges should not provide teachers for partially-graded as well as fully-graded schools.

"The general culture training should be the same for all teachers, though their technical training may vary widely.

"The curriculum of the rural school should be, I venture to think, essentially different from that of the urban school, and should be real, living, and in harmony with the school environment.

"The experience of these country children is varied and wide. They know more of the only book worth studying—the book of nature—than do town children. If education consists in organising and extending the experience of children, there can be no doubt of the advantages the rural possesses over the urban teacher.

"These two schools, urban and rural, are not comparable, and if the same measure is meted out to both we get not a rural, but too often an inferior urban school.

"The essentials of the curriculum of the rural schools are, I believe, language training and nature study, with as a means to an end, a training in those indispensable weapons for the extension of experience—the three R's.

"Another factor militating against the success of the rural school has been the lack of means of continuing the child's education beyond the primary school. The establishment of a Central Higher Primary School has, in America, been found to improve the attendance of the contributory primary schools, and I think that experience will be found to point the same way in Wales, where the rural intermediate schools are to a considerable extent fulfilling the same function towards the contributory primary schools. However, the devotion and enthusiasm of the rural teacher often rises superior to these many difficulties.

"One schoolmaster has taken up cottage gardening with much success, another whose managers were unable to afford him the contour models necessary for teaching geography has made paper-pulp models himself which are to my mind superior to those sold in the market. Another teacher has converted the walls of his school into a continuous black-board upon which he and his pupils draw maps and sketches in coloured chalks. Free-arm drawing will be taken similarly in the lower grades.

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If libraries are essential to relieve the distractions of town life, how much more are they to vary the monotony of the long winter evenings by the country fireside? Such a school library might well be a perennial spring of pleasure, not only to the scholar but to the parents as well.

"Much may, I think, be done to increase the power for good of our rural schools by social evenings where old and present scholars may meet, by reading unions, by natural history clubs, and by debating societies.

"The great break between the kindergarten and the primary school remains, but managers and teachers are fixing their attention upon it, and I think a considerable modification of the curriculum of the lower classes of the primary school will soon be brought about. Hand-and-eye training in the form of brushwork is about to be introduced into some of the girls' schools, and I hope that cardboard work, wire work, and modelling will be taken up in the boys' schools.

"After all, a training in Form expression based only on the use of pencil and paper, must be inadequate and narrow. Indeed, the whole system of drawing taught in our schools is, I believe, too conventional. We teach the principles of ornament instead of the principles of nature.

"'Put all the boys to school' has formed the substance of recent educational politics, and as a result, I anticipate a considerable increase in our number of manual training centres. The system of "centres" is not altogether satisfactory, but is apparently a necessary step in the evolution of the ideal—one workshop to each school.

Physical exercise.

"Physical exercise is taught throughout the district. The commonest form for girls is that known as musical drill, which, though satisfactory for young girls, does not appear to cultivate those habits of "willed obedience" which are the result of a course in Ling gymnastics.

"In the urban boys' schools military drill is taught. Swimming is taught to the older scholars of many of the boys' schools in Swansea, but hitherto this admirable provision has not been extended to the girls' schools.

"The institution of a Schools' Football League, comprising primary and secondary scholars, has done much to foster a fine *esprit de corps* and healthy emulation in the Swansea schools.

"A hockey league for girls might likewise prove beneficial.

School excursions.

"The difficulties attending school excursions by town classes have been successfully met.

"I find the scholars of a girls' school in the town of Swansea have recently visited the Museum at the Royal Institution, the School for the Deaf and Dumb, the Royal Institution for the Blind. They were also enabled by the courtesy of the Captain to pay a visit to H.M.S. *Calliope*, recently lying in Swansea Harbour. The ship's boats were sent to convey the girls aboard, and a tour of inspection of the ship under the guidance of officers made up a most interesting and instructive excursion. It is impossible to over-estimate the value of such excursions. Both physically and intellectually they are of the highest value, and will, I am convinced, do more than aught else to make the curriculum of our schools real and living, and to bridge over the gulf between home and school life."

Concluding remarks.

In conclusion, as I review the work of elementary education in the Principality during the last two years, I cannot but think that there is much reason for thankfulness.

The most hopeful feature, and one which augurs well for the future, is the interest that is being taken in education in our country districts. The conferences that have been held in different counties, and which have been attended by managers, teachers, inspectors, and others, show that there is an earnest desire to improve the state of our village schools.

Progress in this as in other matters is necessarily slow, but I think that at any rate one step in advance is made when the causes of any

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malady are found out. It is with this object that I have asked for counsel upon this difficult question from persons who have approached the subject from many different points of view.

Several communications that have been made to myself and my colleagues are printed in the Appendix to this report, and I have to express my warm thanks to those who have found time to give us the benefit of their very valuable advice and experience.

I have the honour to be, &c.,

A. G. LEGARD.

To the President of the Board of Education.

APPENDIX I.

The Appendix consists of extracts from memoranda on the subject of rural education that have been kindly contributed by persons who are interested in the matter, and of whom all, with one or two exceptions, live in the Principality.

Mr. R. Howel, Bryncoch School, near Neath :—

We attempt a little Nature teaching, and the children are encouraged to bring specimens of rocks, fossils, leaves, insects, &c., for illustrating lessons, while we strive as much as possible in teaching the scholars to love and be kind to the lower animals. The master sometimes takes the lads on Saturdays to collect the fossils obtainable in the district.

The gardening work is not limited to actual crop raising and gathering. Fruit trees and shrubs are occasionally taken up and replanted. The holly is by some considered a difficult subject to handle in this way, yet we have here a few that have been replanted four or five times without their losing a leaf. Cuttings are taken for rooting, and then given to the boys for planting in their home gardens. Out-door wood-work, barrow, water-casks, and gates are painted; stakes sawn and planed, labels prepared, and garden hedges trimmed.

Last week the master was kindly supplied with three line-posts, 12 feet long, by one of our managers. We were offered two of his men to fix them, but the boys preferred to try what they could do with guidance. The lower ends were given two coats of coal tar, holes dug 30 inches deep, stones and clay brought to the spots, for placing around the poles and ramming in, and the posts firmly fixed and provided with wire, pulleys, and ropes for lifting up the line, &c. This took us two hours to complete, and the lads were not a little proud of their success.

Before the year's course commences a plan of the garden is drawn, in which to fill up the names of the vegetables planted, and the date of planting, &c. The work done at each lesson is recorded in a diary, drawn up for the purpose of future reference and for examination by Her Majesty's Inspector.

Hon. L. A. Brodrick, Coed Coch, Abergele :—

The points which occur to me the most prominently as fulfilling the three conditions of—

(1.) Sharpening the children's intelligence;

(2.) Interesting them in their surroundings;

(3.) Being of use to them in after life;

are—

(1.) Elementary botany, including plants, flowers, and crops generally.

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(2.) Elementary chemistry, *i.e.*, air, water (good and bad) including drains, &c.

(3.) Food and clothes, what component parts, how produced.

(4.) Geography (physical) *illustrated from the locality*, where possible, *e.g.*, valley of the Conway, tributaries (names of), watershed between ditto and Elwy.

The objects of interest near us are not many, but there is Conway Castle. Of other salient features the Llysfaean quarries are the only ones that occur to me.

No one will realise sooner than yourself that the chief difficulty is to get teachers able to use the judgment requisite for arranging and conveying this sort of instruction, and where much must be left to individual teachers the evil of constant change is apparent, *e.g.*, in five schools of which I am a manager, I think that three teachers will almost certainly move in a year or two to town or larger country schools. I omitted cottage gardening—a most important thing to encourage.

Mr. J. Morgan Howell, Aberayron, Cardiganshire:—

So far as I can see, bearing in mind that to add any new subject is precluded, there is not one of the subjects which lends itself to exemplification and illustration, but that of elementary science, or as it is known, "knowledge of common things."

Possibly, an idea of what a map means might be inculcated here at an earlier period into a child's mind by a lesson given on a cliff near the sea, with Lleyn and the sweep of Cardigan Bay before them. But the basis of all knowledge—the knowledge of common things—might be laid with far greater accuracy and solidity, if children were brought into actual and frequent contact with the common things themselves. To know trees, how much better could a lesson be enforced in a wood, than in a class-room; to know flowers, children should be taken to a garden; to know domestic animals, to a farmyard; to understand the elementary principles of geology, an occasional half day along the cliffs would be worth a ton of book precept.

The sea should be used on the coast line to quicken intelligence and to awaken an immortal interest in the present and future; a pool, with its variety of tenants and its wealth of furniture; the action of the tides, which a good teacher could use to entrance the imagination of every child capable of being inspired; a ship, with its figure, rig, tackle, sails and use, would give a teacher a first-class opportunity to ignite the interest of a whole generation of boys.

Mr. W. Morris, Glanllyn, Bala:—

Bearing in mind that it is not intended to add any new subject, and I do not think this necessary or desirable, I am still of opinion that more should be done in appealing to the child's intelligence in dealing with the subjects now taught. I think the teaching is too mechanical. There is no looking forward to the child's future and adapting his lessons to the period when the education (I will not say knowledge) he has acquired will be of practical use to him, The child is now, as it were, taught in the crowd, and although this cannot probably be avoided, I feel that even in the crowd the child's individuality should not be lost sight of. If a child is intended for a farmer, this should be borne in mind, and no opportunity missed in helping him in this, and moulding his mind with this objective. In the same way with children intended for other trades and professions. The object should be to impart real knowledge, illustrated by the children's surroundings in everyday life. How few children know anything of the history of their place of nativity, or its geology, zoology, ornithology or botany, or of the noted characters who have lived there. The ignorance which prevails concerning the birds of a neighbourhood is surprising How interesting this study could be made in a rural school. The great men who have lived, and some, probably, still amongst them, should be pointed out as examples to emulate. All this, I believe, could be carried out with the present curriculum of the schools.

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Mr. J. Marshall Dugdale, Llwyn, Llanfyllin, Oswestry :—

As Chairman of the Governors of the Llanfyllin Intermediate Schools, and one of the Managers of the National School, and member of the School Board, I have had a certain amount of experience with regard to elementary and secondary education in rural districts.

Some years ago I organised two classes in dairying from the elementary schools in Llanfyllin. My head dairymaid acted as instructress, and both classes were satisfactory, and some of the girls went in for further instruction under the County Council. Mr. Brook Hunt inspected one class, and was much pleased with what he saw. Ten pupils worked together, two at a churn. The work was done during the holidays. After these classes the Board of Agriculture offered a grant for dairy work, which is described on page 22 of the Code. I do not think it would pay any school managers to try and earn the grant. A mere lesson without practical work would be of very little use, and I do not think any class ought to contain more than ten pupils. These would, therefore, earn £2. I do not see how the necessary churns, workers, and other apparatus, to say nothing of the cream and fee for teaching, could be obtained for £2 I think that a practical butter-maker, approved of by the Inspector, would be quite sufficient for the teaching. The various dairy schools and large dairies close to the elementary schools could possibly be utilised, and the instruction could be given on the Saturday holiday. As regards the grant for cottage gardening, I do not think it would be fair to ask any gardener to teach for less than 2s. a time while engaged in practical teaching. Doubtless many landowners would allow classes to be taken for, say, two hours each on Saturdays by their head gardener, and the children could be encouraged to start little gardens at home. I do not think that mere book instruction does much good.

If Inspectors of Schools examined pupils on keenness of personal observation, as described in Baden-Powell's book on Scouting, it would do a lot of good. There is no doubt that power of observation can be attained by constant practice, and it would benefit both boys and girls in whatever walk of life they adopt.

I am a believer in farmers' sons being allowed to attend the Intermediate Schools as half-timers. My young shepherd did this, and derived very great benefit, whilst the head master said that it did not put him to any inconvenience. The young fellow is able to get through a deal of his work during half the day, and does not lose touch with the work of the farm.

Mr. D. E. Rees, Glyn Ceinog Board School, near Ruabon :—

Speaking generally, education in the rural districts of Wales has made considerable progress in recent years, although in some of its phases there is much room for improvement.

The new system of inspection, the greater freedom of classification and the latitude allowed to the teacher to draw up the most suitable scheme for his particular school and locality, has removed from the shoulders of the teachers much of the strain which had become well nigh intolerable, and rendered school life pleasanter and more congenial to the children. A great advancement has been made in the matter of school buildings. New schools of a modern type, and well ventilated, have sprung up in many villages in place of the dingy, incommodious, barn-like edifices which were once dignified with the name of schools. But notwithstanding all these beneficial reforms, a great deal still remains to be done before education in our country villages can be considered satisfactory. The great disparity which now exists in the nation's schools of the country districts, as compared with those of the towns, constitutes a great hardship to the managers, the teachers, and the pupils. The apathy of farmers generally towards education is unfortunately only too patent. Slow to adopt new and improved methods on their farms, and preferring "to do as their fathers did," they are equally laggard in marching with the times in matters educational. As a consequence they oppose the necessary funds being granted to carry on the schools efficiently, the staffs are insufficient for the

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work, the teachers are badly paid, and the apparatus needed inside the schools are often begrudged if not actually refused. Little wonder that the rural child leaves school at thirteen or fourteen years of age unable to reap the full benefit of the intermediate or technical instruction provided for him, and handicapped in the race of life as compared with his more fortunate rival—the town boy. The great majority of rural teachers would doubtless welcome some practical scheme of enlarged school districts, each governed by one local authority (subordinate to the Board of Education), which shall have full powers over all forms of secular education within its jurisdiction. Such bodies of enlightened men would be free from the local prejudices and petty tyranny characteristic of some local managers or of officious members of small school boards.

Professor J. A. Green, University College, Bangor:—

It seems to me that the best thing the rural schools can do for the country is to make rural phenomena interesting to children. The study of nature, and especially animal nature, is better, I think, than formal lessons on science and on the local industries. Once a week, if weather allows, the children should be taken into the lanes to pick flowers, to watch and listen to the birds, to look for insects, worms, snails—anything that has life. The walk should form the subject of a lesson (informal conversation in which the children play the chief part), and each child might keep a nature diary, in which he would record the day on which he saw the first snowdrop, primrose, &c., or first heard the cuckoo, or first saw a bird's nest building, &c., &c. These might be kept from year to year, and a habit of observation might be formed, which in some cases would surely be life-long. School and private collections should be encouraged. Children take a particular delight in their "very own" property, and delight of that kind excites curiosity, and the desire to know more, which is the finest result good teaching can produce.

The school garden, such a one as Mr. Rooper describes, might well be attached to every rural school. It would give opportunity for more systematised study, and its usefulness would appeal to the children. Experiments with manures would be easily made. In all cases written observations carefully dated are essential to an educative use of school gardens.

Bee-keeping, too, might be possible. Everything depends on the enthusiasm of the headmasters. The men who are content to get their elementary science from notes of lesson books will never succeed in inspiring their pupils with a love of nature. I fancy many rural teachers are ignorant of the right sort of books to help them. The kind of book I have in mind is Miall's "All the Year Round"; Furneaux, "Life in Ponds and Streams." It would not be difficult to make a list of twenty or more which are fascinatingly interesting, not too technical, yet quite accurate as far as they go.

Miss Mary F. Rathbone, Glany Menai, Menai Bridge:—

In carrying out the suggestions of the Board of Education in Circular 435 two great difficulties in the case of *small* rural schools occur to one:—

1. That it is almost impossible for the one adult teacher to leave the school in charge of pupil teachers, while he or she takes selected children for a visit to a farm or a botanical ramble.
2. That even where the nature of the staff enables the head teachers to do this, they too often neither know nor care much about their country surroundings. It is almost impossible so to "get up" such subjects as to make them *interesting* and *instructive* to children. To do this needs either a *thorough* knowledge of the subject, deliberately acquired, or the almost instinctive knowledge which is unconsciously gained by him who has lived most of his life in the country and *loves* it.

Neither of these two difficulties seems likely to be removed at present, though the latter will probably be lessened as the training and education

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of the teacher becomes wider. In the meantime, could not something be done by enlisting the help of volunteers—that is, volunteers with a hobby?

There are many rural parishes in which someone of the kind can be found. The hobby, and the enthusiasm which goes with it, is the first thing. If we have this, such volunteer—man or woman—might well manage a party of, say, half-a-dozen boys or girls. A number of suitable objects for a walk or expedition will occur to everyone—*e.g.*, the fauna and flora of the neighbourhood, or some one branch of either, some simple ideas and facts of geology or physiography, a visit to a farm or garden with an expert, one to the nearest ruin or old church, to the smithy, mill, wheelwright's shop, quarry, or boat-builder's yard, and in Wales, we might add, the hand-loom, and, in some districts, the basket-maker or carver. Now that the value of small industries is beginning to be recognised as both interesting and profitable to country people opportunity should be taken to bring them, as well as mere purely rural pursuits and objects before the children. School managers should have power to pay for any out-of-pocket expenses for such expeditions, with safeguards against unjustifiable expenditure. A record of each expedition and its object should be kept by the head teacher, and the children should each write an account of it, with illustrations, if possible, in order that the Inspector may be able to guard against waste of time and to judge of the value of the information gained.

Mr J. Trevor Owen, County School, Carnarvon :—

I have perused the Circular of the Board of Education with great interest and profit.

This innovation that it is sought to introduce into the curriculum of the Elementary Schools will undoubtedly greatly help to develop the intelligence and observational powers of the children, and if the teachers treat it in a proper spirit, it should help to make school life brighter and certainly less mechanical.

To the teacher himself all work of the character suggested should be welcome, as it will afford him an opportunity of bringing his pupils more closely into contact with the actualities of their daily life, and indirectly tend to strengthen his hold over them morally and intellectually. Though I am not in the least degree competent to express any valuable opinion as to the best method of procedure, still I think I should like to warn teachers against attempting too much, and dissipate their energy in too many directions. The value of the work done under these conditions would be greatly diminished. I suggest :—

(A.) That the work should be thoroughly systematised, and be made continuous throughout the school career of each pupil.

(B.) That the teaching should be strictly confined to the simplest explanation of the commonest natural and industrial phenomena. That it should never approach real teaching of botany and geology, &c., but that it should aim chiefly at encouraging boys and girls to think, to question, and to realise that all life has a very deep interest for them, and that many of the phenomena are capable of explanation.

(C.) That for a certain period of the year, say two or three months, all the teaching (if you can call it so) should deal with one class of phenomena only, say—

(1). The questions and observations should deal exclusively with the botany only of the neighbourhood.

(2.) Then for the next period, some other class of phenomena, such as the antiquities (castle, the walls, &c.) should be dealt with, &c.

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I suggest that whatever is done should have a certain fixed order and principle underlying it.

(D.) In the lower standards children might be encouraged—

(1.) To estimate distances, length and height of class-room, height of castle towers, any public building in the town, &c.; to draw a plan of their playground to an approximate scale, both from memory and actual observation; the shape of the class-room.

[In Germany I believe, the best of such productions are kept in a small school museum.]

(2.) To use a foot-rule [we find teaching of this kind necessary for all further work in science: it can be done profitably in Elementary Schools], measuring with it page of their copy-books, slates, width of desk, &c. [We find that the children cannot use this simple instrument without explanation.]

(3.) To guess the weights of objects by lifting them up [the faculty is useful and can be highly developed if children are trained early]. Weights should not be expressed in so many pounds, but in terms of some standard weight; just say that it is lighter, heavier, twice as heavy, &c., as a given standard mass which they have handled [stone would serve admirably]. Much good work on the above lines can be done.

(4.) To collect botanical specimens. In Germany these are collected by children in a small museum, brought to the teacher who preserves them, labels them, and they are open to the inspection of the children. Flowers of different kinds should be gathered (1) in a certain specified part of the locality first, (2) then in another direction. Children might be asked to find out whether there is, as a result of their own observation, any difference in character or in the relative abundance of certain flowers in these districts. Simple explanation given of the colours of flowers, how they grow, which are wild, &c. All manner of questions should be suggested. The difficulty will chiefly arise from the fact that the children are so accustomed to the colours, &c., of flowers that they will excite no curiosity; teachers can do a great deal to stimulate it. They should be taught how to press and keep them [we had competitions of this kind in our school holiday task, and it was very satisfactory]. The girls especially will be led to take an interest in their walks if they can lay their hands on a nice specimen, and know how to preserve and look out for its special point.

Mr. C. H. Wykes, Rhosddu Board School, near Wrexham :—

I earnestly deprecate any differentiation whatever between town and country schools, except that which inspector and teacher can amicably arrange. And I would do it in connection with the very elastic subject lately added to our curriculum "Common Things." A word of warning here—"Common Things" in town schools may differ considerably from the same subject in country schools; but do not make your teaching under this head *scientific*. If you do, you introduce Technical Instruction into an elementary course, whereas it should *follow*. When we are taunted with the inefficiency of our elementary schools, I often feel urged to reply that it is because they are not really and solely elementary that they fail (at any rate, comparatively).

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We want a well-planned scheme of Technical and Secondary schools, and then to determine that the primary course shall be really elementary. But that elementary course must include everything that a child of 5–14 years old can need to start him up the ladder.

Mr. J. C. Medd, Stratton, Cirencester :—

It would be idle to deny that the realisation of any scheme based on Circular 435 is for the majority of rural schools a matter of considerable difficulty at present. Single handed teachers cannot be both in and out of the school at the same time, comparatively few teachers are qualified to give this type of instruction, and there is the question of expense, but these difficulties may usually be overcome by a little organisation. In the case of schools under a single teacher outside assistance must be obtained, and there is nothing to prevent the engagement of any competent person in the village, no certificate or diploma being required. A jobbing gardener may be engaged for the outdoor work; the usual rate of payment for such man is 4d. to 6d. an hour, but, as this would be somewhat exceptional work, and as it is important to secure the services of the most skilled person available, the remuneration might be at the rate of from 1s. to 2s. an hour. At the latter figure the salary for the course of forty hours' instruction throughout the year would amount to £4. Grants to that amount are already paid out of the Special Aid Fund by the Diocesan Association of Church Schools in Gloucestershire for cottage gardening, and application should be made to the Associations in every county for similar aid A certain proportion of the sum allocated to each school should be earmarked for instruction in gardening, manual instruction work, and cookery. A local gardener, however, would very rarely be qualified to give the lessons in school. These lessons are the complement of the practical work. If possible, therefore, the services of some person competent to undertake both duties should be secured, and the lecturers of the County Councils would be admirably qualified. There is nothing in the Technical Instruction Acts to prevent these teaching day school children, provided they are paid for doing so. The exact scale of payment is a matter for arrangement between the school managers and the Technical Instruction Committees. Whatever sum may be received from the Diocesan Association for gardening should be appropriated to the payment of the peripatetic teacher's salary. This solution of the difficulty would be facilitated, if four or five adjacent villages were to engage the same teacher to take a class in each school every week in rotation, and if it could be arranged for him to take a County Council class in each village on the evening of the day upon which he taught the elementary school. There is, further, no reason why competent ladies should not be engaged for the purpose, and such ladies are to be found amongst those who have had the advantage of training at the Lady Warwick Hostel, Reading.

If the interest of the country demand, as they do, that rural children shall be taught upon an improved method, teachers who give up their leisure to adapt themselves to the new conditions are entitled to some recognition. In France this has been fully realised, and the Government, as well as agricultural and horticultural societies of every grade in every Department annually give valuable prizes to those teachers at whose schools the instruction in " rural " subjects is most efficient. It is quite justifiable to ask that similar prizes should be offered in England, and that every encouragement to teachers should be given by those to whom the welfare of agriculture and the rural districts are matters of principal concern.

Given the requisite teacher, it is not difficult to arrange for the practical work out of doors. A quarter of an acre of land is sufficient for the class of fourteen scholars, all of whom must be in or above Standard IV. Each boy should have a separate plot of his own, about 26 feet long by 18 feet wide, to cultivate; almost the whole educational value of the work depends upon the ground being cultivated in this manner. In addition there should be two or three plots to be used as nursery beds, and for

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briars and fruit trees. The maximum grant to be had from the Government is £2 16s.; this is sufficient to cover working expenses. The cost of the ground should not exceed £1 at the outside; manure will cost about about 12s., and seeds about 10s. This leaves a balance of 8s., which, together with any sum received from the Diocesan Association for this subject should go to the teacher, whether a member of the school staff or not.

Of the popularity and value of this form of instruction there is abundant evidence at every school at which it has been introduced. Beyond its direct effect upon the intelligence and "handiness" of the children, it adds a distinct pleasure to their school-life, causing them to prolong it, and to attend more regularly. When cottage gardening was first started at Stratton, in Gloucestershire, the parents of seven boys at once told the head teacher that their children were to remain at school another year, solely for the sake of this valuable practical instruction. Before the subject was introduced in 1897 it was rare to find more than fourteen boys in or above Standard IV.: now there are enough to form two full classes if there were accommodation for them, and the younger boys have to wait until the older ones are willing to leave school! It is satisfactory, too, to note that every boy who has had gardening at the day school has joined the continuation class in the same subject. Doubtless the experience of other villages has been equally favourable.

Mr. J. Pugh, Pool Quay School, Welshpool:—

All lessons should be thoroughly practical, and adapted to the scholars' future life in the country.

By the time scholars leave school they should be well acquainted with the following:—Budding, grafting, and pruning all kinds of fruit trees, and the management and storage of fruit. In the garden they should know how to propagate and prune currant and gooseberry trees, &c.; also do all kinds of planting—*i.e.*, potatoes, onions, carrots, peas, &c.

I have been on many occasions pained and surprised at the ignorance in these matters of men who have been assisting me in the garden. The scholars should know the names, character, and quality of the principal grasses and forage plants, the animals and birds which are useful or hurtful to farmers, the benefit resulting from kindness to animals, the different breeds of animals, the management of farmyard manure to the best advantage, bee-keeping in bass and skips.

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APPENDIX II.

WALES AND MONMOUTHSHIRE.

TABLE showing the RESULTS of the WORK of the past Year compared with that of the preceding year.

	Year ended 31st Aug. 1899.	Year ended 31st Aug. 1900.	Increase.	Decrease.	Percentage.
PUBLIC ELEMENTARY DAY SCHOOLS :—					
Number of Schools inspected. { institutions	1697	1695	—	2	·1
Number of Schools inspected. { departments	2400	2397	—	3	·1
Number of scholars for whom accommodation was provided.	427,497	433,290	5793	—	1·3
" " on the school registers.	385,298	386,017	719	—	·1
" " in average attendance.	299,008	300,756	1748	—	·5
" Half-time scholars	67	47	—	20	29·8
Infant schools and classes :— Number of schools (departments)	519	523	4	—	·7
" classes	425	427	2	—	·4
" infant scholars on registers	136,395	133,928	—	2467	1·8
" infants scholars in actual average attendance.	95 119	95 054	—	65	·
Schools for older scholars :— Number of schools (departments)	1881	1874	—	7	·
" older scholars on registers	248,903	252,089	3186	—	1·2
" older scholars in actual average attendance.	203,889	205,702	1813	—	·8
" departments to which grants were made on examination in class subjects.	1867	1863	—	4	·2
" departments to which grants were made for drawing.	1647	1647	—	—	—
" departments in which specific subjects were taught.	268	303	35	—	13·0
" scholars qualified for grant in specific subjects.	20,265	20,422	157	—	·
" departments in which Welsh was taught as a class subject.	15	18	3	—	20·0
" departments in which Welsh was taught as a specific subject.	64	70	6	—	9·3
" scholars qualified for grant for Welsh as a specific subject.	3004	3591	590	—	19·6
" girls paid grants for instruction in cookery.	12 733	13,158	425	—	
" girls paid grants for instruction in laundry work.	—	339	—	-	—
" girls paid grants for instruction in dairy work.	12	13	1	-	
" boys paid grants for instruction in cottage gardening.	46	83	37	-	80
" boys paid grants for manual instruction	799	1513	714	-	89
" pupil-teachers paid grants for a good examination (Article 102).	460	549	89	—	19·3
" pupil-teachers paid grants for a fair examination (Article 102).	1116	979	—	137	12·2
" schools in thinly populated places paid grants of 10*l.* or 15*l.* (Art. 104).	356	354	—	2	.5

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	Year ended 31st Aug. 1899.	Year ended 31st Aug. 1900.	Increase.	Decrease.	Percentage
Number of schoo's paid special grants of 10*l.* (Art. 105).	455	467	12	-	2·6
" certificated and provisionally certificated teachers.	3683	3791	108	—	2·9
" assistant teachers - - -	2375	2539	164	—	6·9
" pupil-teachers - - -	2948	2844	—	104	3·5
" additional teachers (Article 68).	1297	1389	92	—	7·0
EVENING CONTINUATION SCHOOLS:—					
Number of schools - {institutions -	483	476	—	7	1·4
Number of schools - {departments -	583	555	—	28	4·8
" scholars on the registers -	39,023	34,674	—	4354	11·1
Average attendance - - - - -	19,443	17,626	—	1817	9·3
Number of scholars for whom variable grant was claimed.	25,283	24,747	—	536	2·1
" girls and women paid grants for instruction in cookery.	845	841	—	4	·4
" girls and women paid grants for instruction in laundry work.	—	6	—	—	—
" girls and women paid grants for instruction in dairy work.	—	—	—	—	—
" scholars paid grants for instruction in drawing.	797	522	—	275	34·5
DAY AND EVENING SCHOOLS:—	£	£	£	£	
Amount of school income:— Rates - - - - - - - -	200,995	207,882	6887	—	3·4
Voluntary contributions - - -	32,582	32,564	—	18	·0
Endowment - - - - - - -	6496	6427	—	69	1·0
School pence, books, &c. - - -	3758	3814	56	—	1·4
County Council grants (evening schools)	47	82	35	—	74·4
Other local sources - - - -	2998	2972	—	26	·8
Grants of previous year brought to account:— Science and art grants - - - -	7479	836	—	6643	88·8
Fee grants (day schools) - - - -	146,808	149,895	3087	—	2·1
Aid grants (voluntary day schools) - -	21,939	22,578	639	—	2·9
Annual grants - - - - - - -	302,546	319,738	17,192	—	5·6
Total - - - - -	725,648	746,788	21,140	—	2·9
Cost of maintenance:— Salaries - - - - - - - -	571,081	594,051	22,970	—	4·0
Books and apparatus - - - -	59,337	56,193	—	3144	5·2
Miscellaneous expenditure - -	97,557	98,681	1124	—	1·1
Total - - - - -	727,975	748,925	20,950	—	2·8

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GENERAL REPORT *for the Year* 1900, *by* W. P. TURNBULL, ESQ., *one of His Majesty's Chief Inspectors of Schools, on the* SCHOOLS *in the* NORTH-EASTERN DIVISION OF ENGLAND, *comprising the Counties of* NORTHUMBERLAND, DURHAM, *and* YORK.

MY LORD DUKE,

I have the honour of submitting a general report on the North-Eastern division.

CHANGES.

Changes. In the last year or two considerable changes have taken place. The lamented death of my colleague, Mr. R. P. A. Swettenham, caused a vacancy, since filled by Mr. J. F. Leaf, in the Darlington district. Mr. F. B. Lott (Wakefield) has been followed by Mr. B. S. Cornish, Mr. R. S. Stevelly (Hull) by Mr. L. J. Monro, and Mr. S. R. Wilson (Halifax), quite recently, by Mr. G. A. Turner. Mr. Wilson has taken charge of the new Harrogate district. There have been changes in the boundaries of the districts of York, Leeds, Wakefield, and Sheffield. A second inspector, Mr. H. J. Boyd Carpenter, is now one of the Sheffield staff.

SCHOOL SUPPLY.

Northumberland. Mr. Northrop (Northumberland), in whose district new schools for 2,556 children have been built, mentions several places where additional accommodation is needed. Among these are Berwick-on-Tweed and a corner of Newcastle-on-Tyne.

Sunderland district. Mr. Foster:—"In poor and heavily rated boroughs, such as South Shields, Gateshead, and Sunderland, it is no easy task for the school boards to keep pace with the needs of the rapidly increasing population, and I am sometimes surprised at the commendable zeal and concentration of purpose which these boards display in the face of much mistaken, and often unscrupulous, opposition."

Durham district. Mr. Ward finds a more than normal increase of population. This is owing to the prosperity of the coal trade.

"In one or two cases the managers of collieries are putting up houses and enlarging their schools at the same time, but it is commoner to allow the schools to be overcrowded and to await pressure from the Board of Education."

Darlington district. Mr. Leaf, speaking of West Hartlepool:—

"In spite of the liberal and progressive policy of the school board the demand for school places is still considerably in excess of the supply, and is likely for some time to continue so. A new school, providing 1,500 places, is to be opened in January, 1901, and it will probably be filled immediately."

In one neighbourhood "the existing schools are filled to their utmost extent within a week after the beginning of the school year."

"At Middlesbrough it is considered that each board must add a school during its term of office."

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Mr. Howard finds urgent need of further accommodation at York, which is increasing in almost every direction. York district.

"The next census will no doubt prove of great assistance to the school board in reviewing the general question of school accommodation for the city."

Scarborough has built a large and handsome school for upper standards.

Mr. Monro says that the Hull Board is contemplating the erection of four schools to accommodate over 5,000 scholars. This increase is sadly needed. Hull district.

"Many of the existing departments are calling for immediate relief. At the rate at which the population is growing, at least 1,000 additional places are required each year."

Much as the Bradford Board has done, there is still much remaining to be done, now that the city boundaries have been widely extended. Bradford district.

Mr. Worley:—"In 1899 the area of the city was increased from 10,776 acres to 22,729 acres, and the population was raised from 236,241 to 290,320.

"Skipton, I am sorry to say, is far behind the times in the matter of suitable school buildings."

Mr. Whitmell finds that the Leeds Board has been prompt in dealing with the matter of accommodation. Leeds district.

"The new premises for the Leeds Southern Higher Grade Board School, and for the pupil teachers' central classes, will soon be ready, and, when complete, will rank second to none.

"For the deaf and blind a splendid building, provided by the Leeds School Board, was opened in July, 1899. There is accommodation for 208 scholars. A special school for defective children is to be built."

Mr. Cornish gives a table showing, for nine school board districts, the present accommodation, with the average on the roll and the average attendance for two successive years. For example:— Wakefield district.

Wakefield: Accommodation, 7,852; average on the roll, 6,344 and 6,321 in the years ending 31st July, 1899 and 1900; average attendance, 5,153 and 4,990.

"It will be noticed that the number on the roll for 1900 is in some cases very little larger than in 1899, and in a few cases there is even a decrease. This may, of course, be due to the population of the districts being stationary, or to the failure to enforce attendance; but I give elsewhere a suggestion that it is due to the influence of labour examinations. Children are passed through the schools more quickly than formerly in order that they may get to work as soon as possible."

The Halifax Board is vigorously contending with an increase in the size of the town and a shifting of population encouraged by the establishment of a complete system of trams. Halifax district.

Mr. S. R. Wilson reports that since the issue of Circular 321 (under the vice-presidency of the Right Hon. A. H. D. Acland), the following changes have taken place in the Halifax district up to 21st December, 1900:—

"1. Twenty-one entirely new schools have been built. 2. New infants' accommodation has been provided for twelve existing schools. 3. Twenty one unsatisfactory buildings have been abandoned. 4. Two schools are now being built, and sites for four others have been purchased; these six

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schools, when completed, will replace five hired buildings. 5. In ninety other cases, premises have been enlarged or otherwise improved."

Sheffield. Perhaps the most noteworthy recent addition to the buildings in the Sheffield district is the pupil teachers' school opened by the Sheffield Board in 1899. In the year ended November, 1900, the Sheffield Board added 1,652 school places, losing 268. Projected accommodation, 2,190.

A pressing need of this great city seems to be further provision for higher elementary education. The one central higher board school —among the very earliest of such schools—if not the earliest—is no longer sufficient for a population spread over a vast area, and probably exceeding, or shortly to exceed, 400,000.

Character of Accommodation.

Durham district. Mr. Ward :—"The improvement of premises continues. That it is so general is due principally to the aid grant, which has roused managers to a sense of their duties and responsibilities, and has afforded them substantial assistance in carrying out the same. Much, however, remains to be done. . . . There are some schools, within easy reach of the mains, which have no water taps inside. No obscured glass is now put into the windows, but a good deal of old glass remains to darken schools which are probably dark enough at the best of times. Playgrounds very generally demand attention. . . .

Overcrowding for religious instruction. Some managers and teachers need to be reminded that the regulations regarding overcrowding should be followed as stringently in religious lessons as in secular lessons. More stringently, indeed, for the evil effect of starting the day by 'grouping' 80 children for Scripture in a room meant to hold 45 does not end with the Scripture lesson."

Halifax district. The accommodation number on the door. There is no doubt that Mr. Wilson is right in suggesting that the number capable of being taught in a classroom should be plainly indicated *on the door*. This simple provision would constantly remind teachers and managers of the need for caution, and, through the children, it might cause the public opinion of the neighbourhood to make itself felt.

Wakefield district Mr. Cornish :—"Among the chief defects in school buildings are the use of stoves, which become red-hot, and the insufficient number of windows which will open. Some of the schools have been built with a large amount of wasted space, due to excessive width or bad planning of doors and windows. In others the classrooms are so small that no class of the present school can be accommodated in them. The babies' room is often supplied with benches only, without desks or backs.

"Schools are, on the whole, becoming more cheerful places, decorated with plants and pictures, though some still have their walls painted a dull drab, so as not to show the dirt."

Hull district. Mr. Monro :—"In some of the Hull board schools, especially in the infant departments, there are too many classes under instruction in the main room—often as many as four—and, as these departments are in many cases crowded, the teachers find great difficulty in organizing and teaching properly. Glass and wood partitions should be more frequently employed to remedy this evil."

Artificial lighting. Mr. Wilson. Unscreened gas flames are still the rule. But something better is possible. Mr. Wilson says :—

"I visited a voluntary school on an afternoon in November, 1898, and pointed out that the gas lighting was very defective. The master explained that the gas fittings had been in use 40 years, and that the pipes seemed 'rusted up'; he added that the managers intended to put in the electric

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light, believing that the cost of wires and lamps would be less than that of new gas pipes and fittings throughout the building. A year later the school was well lighted by electricity; the fittings were simple but quite satisfactory, the switches were specially arranged so as to economise current, and the cost of the installation was very moderate."

Halifax. Triennial report (Jan., 1901).

The triennial report of the Halifax Board says:—

"Schools now in course of erection or to be built in the future will be fitted with electric light."

Ventilation. Dr. Kerr.

Dr. James Kerr, medical officer of the Bradford School Board, in a paper on "Tuberculosis in Elementary Schools," says:—

"Phthisis as a direct evil at school ages must be regarded as almost negligible. . . . Anything that debilitates, however, prepares for phthisis at a later stage."

After mentioning various causes of weakness—adenoids, mouth breathing, want of sufficient exercise, the habit of too short an eye-to-work distance ("which every infant nearly acquires in learning to read from a primer"), and faulty proportions of seats and desks—Dr. Kerr says:—

"But these various details are comparatively trivial compared with the debility resulting from *defective ventilation, which is the rule in schools.* This defect is the real cause of what is often deemed 'over-pressure.' It is found that a very considerable number of children present a group of symptoms which are quite definite. . . . For a long time one regarded this as a group of symptoms dependent on home influences, bad feeding, tea, late hours, stuffy bedrooms, and so on; but parents all agree in saying that *the condition is ameliorated on keeping a child at home, to return on sending it to school, and this must be taken as a correct statement of the case.* . . . These cases are not frequently met with in the mechanically ventilated departments. . . . *Natural ventilation cannot be admitted as sufficient for school-rooms.*"

Dr. Kerr suggests, for the older naturally ventilated schools, that there be a regular air-flushing of every room four times daily by a fresh air drill.

There is a contrivance by which a long row of windows can be simultaneously opened in one simple operation, but I have never seen this in a school.

The use of a properly regulated opening at the bottom of a window (admitting air with an upward current), in combination with a proper exhaust ventilator, is perhaps too little known.

Possibly the intervals for recreation in the open air should be more frequent, in order to increase the opportunities for renewing the air of rooms.

Warming.

One rarely sees a stove that is manifestly provided with a flue for supplying fresh air. On the other hand, there is often too much of the smoke flue in the room.

Health generally.

It seems worth consideration whether the Board of Education should appoint a few medical officers to attend to the hygienic condition of premises and children. Closures for sickness are now very common. In July, 1899, the Sheffield Board closed 20 schools (56 departments) on account of the prevalence of diphtheria.

The Halifax Board, like the Bradford Board, now possesses its own medical officer. The example might profitably be followed by all large boards that are still backward in this respect.

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Furniture, etc.

Hull district. Mr. Monro:—"Speaking generally, the supply of school apparatus is not on a sufficiently liberal scale. This is more noticeable in the case of the Hull board schools, where, although a more generous spirit in such matters has prevailed of late years, much remains yet to be done. Lately this board have placed class teachers' desks in all their schools, and also museum cupboards; and credit must be given to them for the recent introduction of some framed fine art pictures into each department. In most of the classrooms, still, there are no chairs, tables, or cupboards; and there is generally to be found one classroom in each department unprovided with desks, while no room is adequately supplied with good wall pictures and illustrations. . . .

"The allowance made to each infant department for kindergarten material is manifestly inadequate. . . . I have been told that some teachers find it necessary to spend their own money to procure sufficient and suitable material.

Galleries. "There seems to be a very prevalent idea that no classroom should be without its gallery. . . . Large galleries were almost a necessity in the old days of large classes and few teachers; now, however, there is obviously much less need for them, and certainly none at all for the very steep and broad ones which still exist in some schools. They are the source of much unnecessary noise, as they are, practically, huge sounding boards, and it is often difficult, and not infrequently impossible, for a teacher to get behind the pupils, or for a child from the middle to come out to the front without disturbing the whole class, and unavoidably wiping his boots on the clothes of the children he has to pass. In that class of gallery in which the child sits on the floor and leans against a boarded back forming the support of the top of the desk above, the children are boxed in so effectually that in the summer time they become uncomfortably hot, and restless accordingly."

Aid Grant.

Northumberland district. Mr. Northrop:—"The aid grant has proved most helpful to the voluntary schools. . . . Indirectly, assistants in both voluntary and board schools have benefited, the increased demand for adult teachers resulting in higher salaries. The associations in Northumberland seem to distribute this fund to the general satisfaction of the managers. . . . The voluntary contributions are maintained in the Newcastle Diocesan Association. Some of the schools forming the British Association have now to depend entirely on school pence and grants."

Sunderland district. Mr. Foster:—"The difficulties which equitable distribution involves have, on the whole, been met in a reasonable and generous spirit. There is now a marked advance in general equipment, and the teachers are better paid.

Durham district. Mr. Ward:—"The bulk of the aid grant has been spent on 'purposes' which are calculated to increase, and not only to maintain, efficiency. The voluntary subscriptions do not appear to have diminished; indeed, in many schools they have been augmented. If it be maintained that all the substantial improvements that have been effected in staff, salaries, furniture, and apparatus should have been paid for by the supporters of the school, then the aid grant has indirectly relieved the voluntary subscribers. But it would have been futile to expect the voluntary, but often unwilling, subscribers to enter upon the large schemes for improving their schools which the receipt of aid grant has rendered possible . . .

"Leakage." At the same time there is a certain amount of leakage. . . . It is to be wished that managers were more scrupulous in restricting the term 'increase of staff and salaries' to real increases. It is no improvement of staff to substitute two cheap monitors for a time-expired pupil teacher. Nor should managers claim aid grant to augment the salaries of assistant

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teachers when, by 'placing the head teacher's salary on a new basis,' they are reducing it by the same amount. Again, it is no real increase of staff when an assistant teacher is appointed to meet an increase of average attendance. One or two managers have not scrupled, as their schools have grown, to pay the new teachers from the aid grant, in the meantime saying nothing of the substantial sums in annual and fee grants which the new scholars bring with them. . . . It is assumed that extraordinary and unusual expenditure on furniture and apparatus may reasonably be met from the aid grant even in the more affluent schools. But, in practice, a number of petty sums of two, three, five, or even ten pounds, are regularly and annually spent upon unspecified 'repairs,' 'stationery,' and the like in schools in which there has been no difficulty hitherto in supplying the annual demands for these expenses. . . . . If the governing bodies would rigorously insist that the aid grant be spent on well recognised and substantial improvements, at any rate in the well-to-do schools, they would have a very considerable sum at their disposal with which they might aid, really aid with a lump sum and not a miserable dole, a school in genuine distress.'

Unwise doles.

Mr. Cornish:—"The voluntary contributions, as a rule, show a curious falling off in 1899, but are recovering."

Wakefield district.

Mr. Howard:—"Some schools are no better off than they were before the passing of the Act, as subscriptions have fallen, so that, even with the aid grant, there is no increase of income for the purpose of promoting increased efficiency."

York district.

Attendance.

Mr. Northrop:—"It is difficult to make very trustworthy comparisons between school and school, because there is no uniformity in the practice of clearing the registers of the names of children who have left school."

Northumberland district.

Mr. Northrop finds a decided improvement in punctuality.

Punctuality.

"In the country school it is excellent, though the children often come long distances. . . . . In Tynemouth, Wallsend, and some of the schools in the poorer districts of Newcastle, much remains to be done in the way of securing punctuality. . . .

"If the school opens at nine and the registers are marked at 9.45, it is a common occurrence to see children dropping in, singly or in groups, and taking their places as a matter of course, and without a word of remonstrance from the teacher, during the whole forty-five minutes, whereas, if the registers were marked (not necessarily closed) at nine, the importance of being in his place in time would be much more apparent to each child. Seeing that the religious instruction is mostly given in this interval, it is sad to think how much of it the late scholars lose."

Loss of religious instruction.

Mr. Foster quotes the report of the Gateshead School Board:—

Sunderland district.

"It can be clearly demonstrated that when juvenile truancy or parental neglect is treated as a comparatively light matter, the evil increases; parents neglect their duty, the children become increasingly insubordinate, and constant complaints are made by parents that they are unable to control children of school age, and in sheer despair they frequently ask that their children may be sent to industrial schools. . . . It is impossible to doubt that, in the great majority of these cases, had the parents been compelled to discharge their parental duties, these children would never have found their way into an industrial school."

Mr. E. J. Harding's report to the Gateshead School Board

Mr. Foster:—"At a certain country railway station boys regularly congregate for the purpose of attending on golfers who arrive by train. . . . I complained to the village schoolmaster. 'Would it not,' I asked, 'be possible to prosecute one of these gentlemen?' The answer I got was significant: 'He might be a J.P.'"

Mr. Foster

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Durham district. Magistrates.

Mr. Ward:—"If an attendance authority, after a careful sifting, brings the worst cases before the magistrates, they ought to inflict the heaviest penalty possible. If they do not, but rather lightly dismiss the case as trivial, they are wasting public money and flouting the services to the community of a voluntary and unpaid committee, services as conscientiously rendered and as valuable in their way as those of the justices themselves. Many magistrates, however, do not hesitate to bring the attendance officer, the committee, and the law itself, into contempt."

Darlington district. Backward children.

Mr. Leaf:—"In the infant schools I have been struck with the number of old and backward children who begin to attend school so late that they can only receive a hurried and superficial preparation for what is really premature transference to the school for older scholars; and in the upper schools with the presence (almost invariable in the larger ones) of a "Standard O," consisting partly of some of these cases, partly of children from eight to twelve or even thirteen years of age, some of whom may never have been to school before, while the attendance of others has been so sporadic and casual that it has been of little use."

York district.

Mr. Howard, accounting for a diminution of complaints, gives several reasons:—

(1) Improvement in many places. (2) Despair in some. (3) A low standard of public opinion, causing absence and illegal employment to pass unnoticed. (4) Managers and teachers await the effect of amended bye-laws.

'A small school was recently visited for inspection, when seven boys were absent and all illegally employed. These seven represented all the boys in the school above Standard III."

This case was reported to the Board of Education, and steps were taken to effect a remedy.

Hull district.

Mr. Monro mentions among causes of irregular attendance "the unwillingness of managers and school board members to prosecute people amongst whom they live, particularly if they are open offenders themselves, as is not seldom the case."

The S.A.C.

"An ex-chairman of one school attendance committee says that the business is often carried out in a most farcical manner. The committee does not assemble until the ordinary business of the guardians is over, when the few who stay are in such a hurry that matters requiring serious attention are hastily and unceremoniously skimmed over, without any attempt at proper consideration, the whole meeting lasting, perhaps, a few minutes."

Irregular leave of absence.

"I have in my possession a form, printed by the ——— School Board, by which any member may, on the application of a parent, give permission to a child to be absent from school. The illegality of such a procedure has been pointed out to the board."

Closures.

"A farmer, whose action in detaining children from school had been a source of complaint, retorted that the teacher closed his school 20 or 30 times in the year, or whenever he chose to think his attendance would suffer by keeping open, and thus did more injury to the whole school than *he* did to one or two children."

Teachers own efforts.

But, in a country district the teacher sometimes invents his own ways of doing what the machinery of law fails to do.

"It is a pleasure to note the ingenuity of some of these plans, and the success which attends them in the hands of an earnest teacher. There is now a goodly proportion of such teachers; and if the compulsory clauses of the Education Acts are to be set aside in the future as in the past the country will assuredly owe a great debt of gratitude to this steadily increasing and devoted body of men and women."

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In Bradford the percentage has risen from 78 in 1891 to 84 in 1900. In Leeds it was 86 in 1899. Mr. Whitmell says :— Bradford Leeds. Mr. Whitmell

"I have ceased to expect any marked progress, so long as the law relating to the matter is in its present condition . . . . . Of course, in many country schools the attendance remains in a most unsatisfactory state."

In Sheffield the percentage for October, 1900, was 86·1; in the corresponding period of 1899 it was 84. Sheffield.

My colleague Mr. H. J. Boyd-Carpenter, whose valuable assistance I am glad to have this opportunity of acknowledging, makes the following suggestion :— Mr. Boyd-Carpenter

"In some districts, especially round Rotherham and Rawmarsh, considerable complaint is made that the attendance of children is very poor. I am not sure whether some advantage might not be gained by imposing certain disabilities on children whose parents have been fined for not sending their children to school. It might well be said that no child whose parents have been fined should be eligible for the labour certificate examinations. Suggested remedies.

"Too often in the country districts the authorities are really interested in the non-attendance of children, and it would seem well for such districts that a roving administrator should be appointed to deal with such cases."

As long as grants depend on average attendance, and children can earn prizes for frequency of attendance, we shall have children coming to school who ought to be at home. From this point of view there is something to be said for changing the basis of payment. One effect of payment by average attendance.

Seeing that attendance in the morning is much more valuable than attendance in the afternoon, it may be worth while to consider whether the law should not make some discrimination between the two. Surely the loss of three mornings is worse than the loss of all the afternoons in the week. Can morning and afternoon attendances be differently treated?

A Saturday morning at school, and half-holidays on three (or even four) afternoons in the week might be a good innovation, if our habits allowed.

Mr. Wilson (December, 1900) :— Halifax district.

"Nine years ago the bye-laws of ten local authorities in the district required the second standard for partial exemption. Since that time the minimum age for employment in factories has been raised by legislation from ten to twelve years; eight of these local authorities have raised their halftime standards, but the Shelf School Board and the Midgley School Board still retain the second standard. A provision that a boy or girl of 12 years shall, as a condition of partial exemption, be examined only in the work of a child of eight years seems quite out of date." Half-time exemption.

Infants.

Mr. Ward :—"Infant schools improve on the whole, but the advance is slow. . . . There is so much 'class-teaching' that the unskilled teacher is apt to forget the need of training the individual. The result is that the class can answer accurately in arithmetic, *i.e.*, the brightest members of it; the class can read from the blackboard, and build words, but the individual often cannot. When the infants proceed to the upper schools they are tested individually, and they frequently fail in the test. The master votes the new-fangled methods a sham, and longs for the time to come again when each child was well drilled in the three R's and ready in attainments and in mental attitude for the further drill of Standard I." Durham district. Lack of training the individual. Examination on entering the upper school.

Mr. Leaf finds the elementary subjects taught Darlington district.

"with a skill, patience, and sympathy which compel admiration. But there is a strong tendency to attach a too exclusive importance to these subjects, Tendency to overdo.

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elementary subjects. at the expense, it is to be feared, of a more general and gradual development of the children's intelligence. . . . At present many of them [the teachers], while accepting in theory the principles of Appendix VIII. of the Revised Instructions, do not regard them as practically applicable in view of (1) the standard said to be expected by the teachers of the upper schools, and (2) the late age at which so many of the children begin to attend the infant schools."

The upper school. Lateness of admission.

Relation of infant schools to upper schools. The teacher of an elder children's department knows, however, the difference between scholars who come to him from the first class of an infant school and those who have had little or no infant school training; and it is possible that some of the low classification of old children in the elder children's schools may be due to a deficiency in the supply of infant schools as well as to late admission into them.

Sheffield district. Some connection between the infant school and low classification may possibly be indicated by the following observation of Mr. Boyd Carpenter's :—

Variation of standard in infant schools "One cannot help being struck by the great variations in attainments and character of work in the infant schools, the top class in some schools being little more than on a level with the third class in other schools."

York district. Infant "classes." Mr. Howard, who finds that some of the large infant schools leave nothing to be desired, says of the infant "classes":—

"More anxiety is sometimes betrayed to keep the average attendance below *twenty* than to do justice to the class by teaching the scholars in it."

The trail of finance is indicated here, for with an average below twenty the infant class is paid for at the elder children's rate.

Drawing in infant schools. Captain F. D. Walker, who deals with drawing in many districts, says :—

"I have come across a good deal of very intelligent knowledge amongst infants concerning shapes and figures."

York district. Mr. Barraclough (transferred from the Science and Art Department) says :—

Squared slates. "The drawing in most infant schools takes the form of working geometrical figures on squared slates. These exercises, even in good schools, are often of little use, because

"1. The scholars are not taught how to use the pencil. They drag the pencil along the slate, and appear to be afraid of lifting the point from the surface.

"2. The lines are drawn in wrong directions.

"3. There is no analysis of the figure worked. The scholars do not see the object of the different lines used; they simply imitate the teacher line by line; they have not seen the copy to be worked, nor had any exercise in seeing the simple form on which the figure is based. The teachers do not appear to see that it would be quite impossible, by this method, to work the same figure on plain slates or paper."

Suggested method. It may be worth while suggesting that, if children are to draw from the blackboard line by line, the *complete* drawing should first be made by the teacher on the right hand half of the board, or on a separate board to be placed to the right. Then, after a *seeing* drill, the teacher and children should draw line by line (the teacher's second drawing being to the left of the other). It is thus easy for the children to see the relation which any one line bears to the whole picture.

Why squared slates at all? It is to be wished that more schools would have the courage to abandon niggling with little squares and let the children draw on a

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large scale freely. In a board school in Bradford Mr. Worley showed me a fine large folding and opening out blackboard suitable for this purpose. Here, too, children were learning the curious accomplishment of drawing with either hand. They also wrote on slates, with chalk, alphabet letters, of which one was big enough for the slate. Care of course has to be used to avoid making chalk dust, but that point being attended to, one would like to see more of this liberal style. A Bradford infant school.

For a babies' room Mr. Worley favours that plan in which the desks can be thrown back and clenched, leaving a free space in the centre of the room for games, etc :— Mr. Worley The babies.

"No lesson should, I think, exceed a quarter of an hour; and, when the weather is fit, five or ten minutes should be spent every hour in the play-ground, and this in addition to the prescribed time allotted for recreation."

Dr. G. F. Smith (Sheffield Staff) :— Sheffield district.

"The majority of infant schools are taught by good methods and are made real homes to the children. . . There is no work requiring more labour and more resource than that of the teacher of the baby class. It seems to me too much to require one teacher to bear this stress the whole of the morning and afternoon session. The babies should have a much shorter attendance than at present, or two teachers should be engaged instead of one." The babies.

Mr. Whitmell says that infant schools, "as a rule, are remarkably good, the beneficial effect of recent Codes being especially evident in these schools." Leeds district.

Reading, etc.

Mr. Foster mentions a praiseworthy method of encouraging a love of reading. Sunderland district.

"In one school children are encouraged to bring portions of literature which have interested them in their home reading. These, if approved by the teacher, are read aloud to the rest of the class. Thus a 'reading habit' is established, and hints are given which guide the children in their tastes and aims. Again, in recitation, the poetry is varied by choice selections of prose. In this way not only is a taste acquired for good literature, but material assistance is given in the teaching of composition." Encouraging interest in literature. Prose recitation.

Mr. Ward, who finds that some of the less satisfactory features of the reading lesson are disappearing, says nevertheless :— Durham district.

"Strict precautions are taken lest haply a child should discover a word for himself before it has been pronounced by the teacher and delivered more or less simultaneously by the class. The current books on school management prescribe, as the normal type of reading lesson, one in which individual effort is discouraged. . . It is still a hideous crime in some quarters to stop where there is no comma. . . The best of all rules is to see that the children understand what they read. . . Here and there I find the upper standards working with reading book or text book alone. But the practice has nothing like the prevalence that it should have." Defective method. Working from books alone.

Respecting articulation Mr. Ward says :— Articulation.

"The stimulating effect of good speech on the brain is not yet widely understood."

Mr. Leaf :—"The abuses of simultaneous and pattern reading are happily the exception, and on the whole there are prospects of a more liberal treatment of this important subject. . . . The literary aspect Darlington district.

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of what is read does not as yet, however, even in the best schools, receive much attention."

York district. Mr. Howard :—"Geography and history books might be more frequently used for silent reading and taking notes. Misplaced pattern reading is a fault so common that so long as it remains it may be desirable to repeatedly call attention to it. . . . In my visits to the Yorkshire School for the Blind I am always struck by the intelligence displayed in reading lessons. The blind feel phrase by phrase, and they do not speak until they have felt a complete idea or phrase. They may pause a little between phrase and phrase, but in more senses than one they feel what they read and give the listener the impression that they follow the sense of the passage they are reading."

The blind. Their good reading.

Character of reading books. Perhaps the *character* of school reading books ought to receive much more attention from publishers who produce them, managers who buy them, and teachers who use them. The present Bishop of Durham once complained to me of the character of books tolerated in schools, and quoted as an instance some passage (about Egypt) containing the expression "the tomb of national decay." Nor is bad taste necessarily the only fault. Mr. Worley says :—

Bradford district. "Many books contain words and phrases far beyond the child's comprehension. I found a boy in a good school reading :—'And now another day of literature began to dawn upon the country.' I could not resist asking him the length of that day, when I got the answer I expected, '24 hours.'"

Poetry books. Mr. Worley is anxious to have poetry reading books in all classes. Certainly a varied selection of good—and *only* good—lyric poetry ought to be read in every *highest* class at least. Books on geography and science and the like could be used for silent study, and thus make room for humaner literature.

Sheffield district. Technical books. Dr. G. F. Smith (Sheffield Staff) :—

"I feel strongly that the introduction into the three lowest standards of so-called technical readers in geography, history, and elementary science has had a retarding influence on the improvement of the reading."

Northumberland district. Mr. Northrop says of "science readers" :—

"These books were intended to teach both reading and elementary science, but with children in the three lowest standards they have not been successful in teaching either well."

Care of books. There is room for the invention of some contrivance which would enable a child to read a book and turn over the leaves *without touching the paper*. Such an invention might promote the health of the children (by diminishing a source of infection), and also help them to treat books with reverence.

Writing.

York district. Mr. Howard says of handwriting :—

"I am glad to report that the objectionable style so much in fashion a few years ago is extinct. . . . I do not notice any increased efforts to secure a more healthy posture, and there is still too little regard paid to the position of desks with regard to the light."

Of the two essentials of handwriting, (1) legibility and (2) speed, the second does not always receive due attention.

Sheffield district. Slow writing. Mr. T. M. Morgan (Sheffield Staff) says :—

"It is painful to see, as often as one does, laborious slowness rampant."

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Mr. J. W. Thorpe (Sunderland Staff) expresses a like opinion. This excessive slowness may be partly due to bad pens, ink, and paper, partly to an over-estimate of the importance of what is supposed to be neatness. Sunderland district.

After pointing out the advantages of discarding the slate and pencil, Mr. Morgan says:— Slates

"I am glad to note that slate-work has been given up to a great extent in some schools, but I would like to see the practice more generally adopted. The discontinuance of the use of slates in Swiss schools, ordered by the Federal Council in 1899, would be well followed here."

Mr. Worley:—"I have encouraged teachers to let their children, so soon as they can write what can be read, put down their thoughts and drop much of transcription work, and dictation except for examination purposes. In the lower standards I have advised that two or three lessons should be given weekly to composition or putting down their thoughts. I think the child should choose his own subject. In the upper standards I advise that a list of subjects, two or three, should be posted in the school for the coming week's composition. This plan sends scholars to libraries or to friends." Use of writing to express thought. Bradford district.

Mr. Ward:—"In the past a child has not been able to use in his composition one hundredth part of the words he could spell." Durham district.

This looks a little like waste of labour.

"The power to compose, to give written or oral expression to a series of ideas in a well arranged sequence, comes to many people late in their development, and when it comes it is more often the result of much reading than of formal teaching. Composition is perhaps more burdened with formalism than any other subject. . . . The best composition I have seen was done where there was the smallest attempt at formal teaching." Power to compose a matter of growth and reading.

Mr. Leaf:—"Composition is beginning to be taught more rationally. Even before the introduction of the present code there were schools in which the habit of correct and logical expression, oral and written, was cultivated from the first with good results. The insidious reproduction of a short story is becoming much more sparingly used." Darlington district.

The dreadful habit of *correction by bracket* is sometimes met with. I fear that there are teachers who will even defend it, wholly objectionable as it is; untruthful, for it makes the reader read the thing not meant, and preposterous, as placing neatness before correctness; it also obscures the *proper* use of brackets. This grievous fault is part of that worship of the unessential which dies so hard: to love the mechanically ruled line more than the human hand's own neat work, to fear making a blot more than leaving an uncorrected error, to indulge in inks of two colours when time is precious; these things, where they exist, are symptoms of the mischief. Correction by bracket

Some schools, perhaps many schools, teach "composition" in some form or other, throughout. It is to be hoped that, with the liberty now accorded, the use of writing to express the child's own thought will everywhere come down to the lowest class of elder children. Writing and speaking.

Perhaps a still more beneficent reform would be the general introduction of *systematic* teaching to speak. There are many types of sentences, and some arrangement, according to difficulty of grammatical structure, is possible. Thus, at some point of the course there could be special teaching as to the right speaking use of such words as "whom," "whose," etc. And it is obvious that the pronoun forms of the second person singular need special attention. These two matters,

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speaking the speaker's own meaning and writing the writer's own meaning, are, I would suggest, essential elements in all "schemes."

General intelligence.

Mr. Morgan (Sheffield Staff):—

"A great defect . . seems to be the almost universal lack of questioning the teacher on the part of the scholars. The teachers tell or 'educe,' question and receive answers. There, as a rule, the matter ends."

Mr. Barraclough (York Staff):—

"It is quite an exceptional thing to hear a scholar ask the teacher a question on the subject of the lesson."

And yet a child who asks a question proves thereby that he is in a fit state to receive instruction.

Arithmetic.

Wakefield district.

Mr. Cornish finds arithmetic not satisfactory.

"The teaching of a new rule by problems graduated in difficulty is unheard of. In the upper standards sums, especially in interest and decimals, are worked by rule of thumb. No attempt is made to explain the process to the children."

York district.

Mr. Howard:—"On the whole, written arithmetic is the best of the elementary subjects. The schools which begin and end the year with test cards are becoming fewer, and there is much more blackboard demonstration."

Mr. Harrison. Multiplication.

Mr. T. Harrison (late of the Sheffield Staff):—

"The asses' bridge in arithmetic seems to me to be the application of multiplication. 'How many nuts shall I want to give three nuts to each of fifty-seven boys?' Few teachers of Standard II. appear able to give a satisfactory lesson on the above example. As a rule the child is *told* to multiply 57 by 3. But this is to find the sum of three 57's, whereas what the child should understand by the question is 57 threes."

This reversibility of the order of factors (along with a few other vital points) should be specially provided for in the school's syllabus.

Fractions.

"I have frequently asked in Standard V. towards the end of the year:—Which is bigger, $\frac{2}{3}$ or $\frac{4}{7}$? About 75 per cent are of opinion that $\frac{2}{3}$ is bigger than $\frac{4}{7}$. Some think the fractions are equal, and seldom more than 20 per cent answer correctly. . . .

"Neatness" in exercise books.

"A word of warning seems desirable against excessive pains in the arithmetic exercise books. The teacher's anxiety to make a good show for the inspector's visit causes the arithmetic lesson to become largely a writing lesson."

Darlington district.

Mr. Leaf has met with only one instance in which Scheme B is taught. Nevertheless, he says—

"Arithmetic is the most thoroughly taught of the elementary subjects. Great attention is paid to explaining the underlying principles and the reasons for the various processes."

Here, doubtless, we trace the influence of the late Mr. Swettenham.

Hull district. Very common faults.

Mr. Monro gives a list of leading faults of very common occurrence, *e.g.*:—

"The absurd use of 1 as a denominator; the reduction of mixed numbers to improper fractions before carrying out an operation.

"The incorrect use of the sign =, especially in the simplification of fractions."

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Mr. Whitmell, two years ago, drew attention to that strange improper fraction clumsiness. I would suggest that, to cure the slovenly use of the sign =, the verb "equals" be occasionally written at length, and fully *parsed*.

There seems a hope that the Tillich brick-box (which, by representing numbers by proportionate lengths of square-cut wood, relieves the child of much of the work of abstraction) will become better known, at any rate in Sheffield. There is also great virtue in a good counting sheet with ten columns of ten squares each. The association of number with *length*, in a proper way, is a powerful aid to the learner. The Tillich principle.

Grammar.

Mr. Leaf:—"Grammar, as a rule, is very carefully and thoroughly taught, but is apt to be pedantic and abstract." Darlington district.

Valuable advice about the use of grammar is given in Appendix 4 of the Scotch Code. A little grammar furnishes so convenient a means of explaining difficulties in literature and of correcting errors in composition that the study of grammar ought not entirely to disappear. The Scotch Code.

Geography.

Mr. Worley:—"The small text books are an abomination. In the higher classes, whence the scholars have been taking away their geographical knowledge in compartments, Europe in one packet, the United States in another, I have found that a general knowledge of the world, say of its rotundity, of the actual use of a map, is sadly lacking. . . . Bradford districts.

"I have recommended what I have called a blackboard globe. . . . One, two feet in diameter, well set, on a movable stand, I was asked to look at by the Board the other day." A blackboard globe.

Mr. Monro:—"This subject is now more generally taught in girls' schools." Hull district.

Mr. Foster:—"Geography is becoming very popular in girls schools."

Mr. Bell (late of York Staff):— Sunderland district.

"It is the exception to see sand or other models used, and still more uncommon to find that children are taken to see the surrounding country in illustration of their lesson, though many parts of the district are admirably suited for such a purpose." York district.

Mr. Harrison (late of Sheffield Staff):— Sheffield district.

"Lessons in geography are, as a rule, more intelligently given than formerly. There is less learning by rote, and more use is made of sand trays, relief maps, and other apparatus.'

A sort of combination of geography and history is common in the Sheffield board schools. Geography and history.

Object Lessons.

Mr. Bell says of object lessons:— York district.

"Whether in geography, on animal or plant life, etc., still a very weak point in many schools. . . . Far too long a list; hence hurried lessons. Inadequate preparation of the method on the part of the teacher. Insufficient objects, and those which are provided badly used. No systematic course of lessons. To-day a lesson on a brick, to-morrow on a camel, next day on clay. Still, there is a gradual appreciation of what an object lesson should be like." Causes of failure.

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Interesting lessons.

Mr Barraclough gives a pleasant instance :—

"In a country school the lessons on common things formed a connected series of lessons on country objects, and as far as possible the school lessons were connected one with the other. The first time the O.L. was given, it was taken outside the school with the object as seen in nature. Then the lesson was taken a second time in school with the object or parts of the object collected and brought as specimens by the scholars. A composition lesson followed . . . A grammar lesson was based on these written exercises. The object further supplied matter for the drawing lesson. These lessons were supplemented by the use of the school library for home reading ; and, as the master put it, the lessons proved as interesting to himself as they did to the scholars."

Halifax district.

A manager, who had suggested to his teacher a brick for an object, writes to Mr. Wilson :—

A brick.

"It required many lessons to go through that object thoroughly. The children enjoyed the making the clay and forming the bricks. As we use aluminium in our kitchen, there was no difficulty about *it*, and I got felspar in its various forms. I saw the children looking at the walls of the houses to see what their thickness was from the laying of the courses."

Main points of an object lesson.

"This," says Mr. Wilson, "is an example of the way in which object lessons should be given. It is too often overlooked that their primary purpose is to teach the children to really observe what they see, to stimulate enquiry, and to encourage them to talk and write intelligently about the things brought before them.

The teacher should know how to be silent.

Without requiring the teacher to be silent all through every object lesson, it may be suggested that a few "brilliant flashes of silence" on the teacher's part would do no harm.

Professor Miall.

Mr. L. C. Smith :—"I have on several occasions found the elementary science unusually well taught in schools where the head master had attended Professor Miall's course of lectures on object lessons. These lectures were given on Saturday mornings at the Yorkshire College and the W.R.C.C. paid part of the fees for several teachers who attended them."

Needlework.

Halifax district.

Unpractical exercises.

Mr. Wilson :—"Much of the needlework taught in schools is not practical. (1) The stitches are much finer than any woman would use, when she was sewing for her family and not doing fancy work for a bazaar. (2) The girls are taught to put patches on little squares of new calico or flannel in which a tiny hole has been cut. This affords no evidence that the same girls can patch a hole of ordinary size in a garment ; calico which has been washed is more easily pulled out of shape than new material, and the hole may be near a seam. It appears to me that after practising on small pieces of calico or flannel, the girls should in all cases be taught to mend articles of clothing which have been worn."

Needlework and speaking.

It may be pointed out that good can be done by requiring girls to describe, audibly and intelligently, their various needlework operations.

Specific Subjects.

Wakefield district.

Mr. Cornish :—"Two of the school boards have organized a system of teaching chemistry and physics, in one case (Dewsbury) with distinct success. The lessons are taken one day a week at a technical school, where the experiments are performed with proper apparatus. Another day the instructor visits the school, and goes over the lesson while the boys take notes."

Sheffield.

The Sheffield Board has a staff of able science demonstrators, who go from school to school giving lessons in mechanics and domestic

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economy. The class teacher is present, and afterwards recapitulates with the class.

The managers of St. Matthias's National School in Sheffield have engaged a Frenchman to teach French by the Gouin method.

In the Durham district the favourite specific subject is algebra. This seems to be the case in Northumberland also. Durham and Northumberland districts.

Mr. Monro :—"Euclid and algebra are distinctly well taught in many of the Hull board schools. . . . The way in which the lads, even in Stage I., in some of these schools set to work in solving an unseen rider, shows how thorough and intelligent the teaching is." Hull district. Euclid and algebra.

Drawing.

Mr. J. Tipping, of the Bradford School Board Office, says of free-arm drawing :— Bradford.

"The pupils, in their earliest essays at drawing, execute bold, free movements with chalk on large boards, thus first bringing into play, and affording proper development to, the larger muscles of the arm and shoulder, the finer movements, calculated to afford suitable training for the more delicate muscles of the hand, being reserved for a later stage."

Compare the remarks, above, on a Bradford infants' school.

The Bradford Board has encouraged drawing in girls' schools.

Captain F. D. Walker mentions Leeds and Bradford as showing some splendid work. Of drawing generally Captain Walker says :— Leeds and Bradford. Drawing generally.

"I have seen much faulty grouping with standards doing work beyond them. . . . 'Model' is, as always, *the* weak subject."

Manual Instruction.

In the N.E. division there are 304 departments taking manual instruction :—Leeds, 73 ; Sheffield, 59 ; Hull, 35 ; Halifax (including Huddersfield), 30 ; Bradford, 29 ; Sunderland, 24 ; Wakefield, 20 ; Darlington, 11 · Northumberland, 10 ; York, 9 ; Durham, 4. There is some metal work, but almost all schools confine themselves to wood work.

Mr. C. E. Neville, sub-inspector for manual instruction in the north-eastern and north central divisions, says :—

"The M.I. of the N.E. division is, as a whole, both as to methods employed and quality of work, better than I have found elsewhere . . . The M.I. in the Bradford district is very satisfactory." Bradford.

As an indication of the character of the Leeds work, Mr. Neville gives a letter from Professor Robertson, Canada, to the clerk of the Leeds Board, in which the professor says (Oct. 10, 1900) :— Leeds.

"On my own behalf, as well as on behalf of Sir William Macdonald, I desire to express our sense of obligation to the school authorities of Leeds for the most excellent assistance which we are to receive from three instructors whom I was fortunate enough to secure from your city . . . I was so favourably impressed with the excellent quality of the work being carried on at Leeds under Mr. Bearder, that I hope you will not count it any unkindness on my part if I seek to obtain one or two more of your men for posts in Canada. We, in Canada, recognise that you at head-quarters in England have opportunities of training men, which, at the beginning of a movement, are not available to us."

Since the receipt of this letter three more appointments have been made of instructors from Leeds and Bradford.

"The Huddersfield work is making praiseworthy progress. Huddersfield.

"Under the Sheffield School Board the M.I. suffers somewhat from the inadequate staffing of some of the centres, but efforts are being made to Sheffield.

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remedy this defect. Under the able direction of Mr. Abbott the voluntary schools have been well organised for M.I. and a capital centre equipped at the Church Institute."

I would ask particular attention to the following remarks on language :—

Want of power to speak.

"The progress of the boys in M.I. is frequently hampered by their inability to express in clear and intelligible language the results of their observations and experiences. This ought not to be the case with pupils in Standards V., VI., and VII. Neither would it be, if teachers of the early standards carried out persistently the principles of Pestalozzi by training the children first to observe, then to pass from observation through consciousness to speech."

Mr. Neville suggests that it would be well

Writing, etc

". . . if, after making careful observations of the growth and structure of trees, sprays, and leaves, the boys were taught to reduce their observations to compositions and sketches. This could be done with advantage as a part of the ordinary school curriculum. The manual instructor would doubtless desire to revise such work."

Artisan teachers.

Mr. Neville has found some artisans who are very creditable teachers, but of the employment of artisans generally he says :—

"As a rule, they do not take a sufficiently high standard of accuracy, nor allow the children to rely on themselves. They demonstrate too much, are too diffusive, and are too fond of getting the boys to fill in ellipses, thus giving scope for guesswork. Hence they fail to train the children to habits of observation, and consequently rarely, if ever, arrive at that stage where an intelligible and grammatical sentence is required as a result of observation."

It would seem that the very skill of the artisan tempts him to give too much help, and to put finishing touches to the boys' work, not realising that they should learn to overcome difficulties for themselves and should be allowed to enjoy for themselves

"the consciousness of newly acquired power, added self-reliance, and a well merited satisfaction in saying: 'Nobody helped me; I did every stroke myself.'"

Then there may be a difficulty as to the artisan teacher's own language and as to his power of maintaining order.

"Instead of *anyone* being considered good enough to impart manual instruction, it requires not only professional teachers, but those who are teachers by instinct, and understand the nature of the child. . . .

Form 201 M.I. Drawing should be taught by the manual instructor.

"In the 'Suggestions for Manual Instruction' there is a recommendation that the drawing be taught by the *manual instructor*, and too much stress cannot be laid upon this recommendation."

Because, if this recommendation is not carried out, drawing may get into arrear, and the boys may lose the educational advantage of working from their own diagrams.

Errors in drawing have occurred which indicate clearly that some teachers, who take M.I. drawing as a part of the ordinary day school work, do not understand the principles involved.

Copying.

Mr. Neville deprecates the practice of letting boys *copy* their drawings.

Premises and furniture.

Mr. Neville would have the room dry, to prevent rusting; ample light and ventilation; windows rising as near as possible to the wall-plates and so arranged that shadows do not fall on the work; a wood floor, preferably a block floor; benches single, with tail-vice, and self-contained, carrying the equipment for one boy. They should vary in height; three grades

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suffice (and the difference between town and country should be considered). No stools to elevate the smaller boys, as such stools do not allow hygienic postures, and are otherwise troublesome.

It has a good effect on the boys, and conduces to carefulness, tidiness, and economy when the teacher (as well as the taught) takes off his coat for work, turns up his shirt sleeves, and wears an apron. Dress.

Mr. Neville says:—"I have frequently found the discipline and tone and work of a superior order in such classes."

Mr. Worley has succeeded in one case, and hopes to do so in other cases, in establishing a class for husbandry manual work. Bradford district.

"For lack of being able to use ordinary tools, much waste of time and money results, farmers having to travel miles to and from the nearest town to get done what they should be able to do for themselves." Husbandry manual work.

Cookery.

Mr. Northrop finds rooms and apparatus for cookery generally of a very satisfactory character. Northumberland.

"But the importance of a distinct and graduated set of lessons for each year of instruction is not sufficiently insisted on. Girls in the second and third year are still found grouped with those in the first for lessons they must have had before. . . . Recapitulation does not seem to be the object of this grouping." Want of grading.

Mr. Leaf:—"It seems unfortunate that a girl's instruction should be crowded, as it often is, into a small portion of the school year (the minimum number of attendances for securing a grant only being made), during the rest of which she has ample time to forget what she has been taught." Darlington district. Want of distribution of time.

The reasons appear to be:—(1) The natural anxiety of boards to secure a grant for as many children as possible; (2) an insufficient supply of cookery teachers and centres; (3) the anxiety of head teachers to get the cookery done with as quickly as possible, on the ground that it disorganises the normal school work.

Mr. Whitmell:—"This subject continues to make steady progress. But I wish that it were possible to have it specially inspected from time to time by experts." Leeds district.

Some of Mr. Cornish's school boards have a questionable practice. Wakefield district.

"If one of the girls attending the class is absent, another girl is sent in her place, who may or may not have attended previously, and who perhaps does not make more than one or two more attendances during the session in this way. No grant is, of course, claimed for her, but this practice must interfere seriously with the work of the cookery class." A questionable practice.

Mr. Howard:—"The cookery kitchens in York are excellent, being in detached buildings, and fitted up in a way which leaves nothing to be desired." York district.

It is to be wished that the use of ordinary classrooms for cookery could be abandoned. The school loses a teaching room, and the atmosphere of the room may not be good for the dishes cooked. Cookery in classrooms.

Article 105.

In the year ended 30th September, 1899, the York district had 235 schools claiming a grant under Article 105. No other district in England or Wales had so many. Mr. Howard says:— York district.

Managers and teachers too often forget that one of the conditions for

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payment of grant under this article is that the school must be well taught. If this were held to mean that the results of the teaching must be *good*, it would much more frequently be impossible to recommend payment of the grant; but considerable allowance is made for circumstances and difficulties, and the grant is only refused when the teaching is inefficient or the staff insufficient."

Classification in Elder Children's Schools.

Leeds.

Classification seems to need attention. Mr. Owen (Leeds Staff), from a comparison of the blue books for 1898-9 and 1899-1900, finds that, as regards the percentage of children above Standard IV., the places held by Leeds, among 62 boroughs, were thus:—

Boys, 22nd and 25th in successive years,
Girls, 29th and 34th ,, ,, ,,

and suggests that some investigation is desirable.

Leeds, Bradford, and Sheffield.

The figures for Leeds, Bradford, and Sheffield are as follows. Those from the *second* blue-book are in brackets:—

		Below Standard I.	Total.	Per-centage above Standard IV.
Leeds	Boys	443 (602)	24,605 (24,652)	23·2 (22·5)
	Girls	336 (523)	24,597 (24,968)	21·3 (21·2)
Bradford	Boys	250 (353)	13,022 (13,022)	27·2 (26·1)
	Girls	221 (253)	13,340 (13,264)	27·7 (27·4)
Sheffield	Boys	763 (964)	21,053 (22,932)	20·2 (24·7)
	Girls	643 (778)	20,763 (22,659)	18·4 (22·9)

Mr. Northrop's caution (see Attendance) should be remembered, but the figures *seem* to indicate a case for inquiry.

England and Wales.

Mr. Smith (Halifax Staff) compares three successive blue books and, counting only the thousands, brings out this (for England and Wales):—

First Year.	Second Year.	Third Year.
Standard II. - 725	Standard III. - 678	Standard IV. - 596
Standard III. - 679	Standard IV. - 589	Standard V. - 432
Standard IV. - 586	Standard V. - 419	Standard VI. - 224

Educational waste.

Assuming that the Standard III. of one year becomes the Standard IV. of the next, we have, on a comparison of Standard III. of the first year and Standard IV. of the second year, a loss of 90,000; and again, comparing the Standard III. of the second year with Standard IV. of the third, a loss of 82,000. Mr. Smith says:—

"Where are these lost thousands? Are they held back in III.? This might happen *once*; but the proportion held back one year would reinforce

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the next year's wave, and the current would resume its normal flow These thousands disappear *by leaving school*. . . . (1) A minute fraction die (2) A few enter secondary schools. (3) The great bulk, 80,000 to 90,000 yearly, reach the exemption age, and by the dunce's certificate, or possibly by passing the IV. in a district where the standard of exemption is abnormally low, they close a barren school life. . . Thus 80,000 leave every year without completing Standard IV., and another 160,000 without completing Standard V."

This reasoning, whether quite sound or not, seems worth notice. To the question of the finished product of our schools I will return presently.

Sheffield district.

Mr. Harrison (on the Sheffield Staff up to August, 1900) says:—

Junior departments tend to cause low classification.

"The undue proportion of scholars in and below Standard I. shows but little diminution. In the junior schools in Sheffield which I visited last year the average percentage of children promoted to Standard II. was about 50; *i.e.*, in such schools it takes on an average two years for a child to pass Standard I. One cause which seems to contribute to this slow rate of progress is the number of classes in each standard. Thus in a junior school, with three classes in Standard I. and three in Standard II., progress through five classes would only represent the work often done in passing from Standard I. to Standard II., but the frequent promotions would give an inflated sense of progress."

Evening Schools.

Leeds district.

Mr. J. H. Brown (Leeds Staff) finds the evening schools improving year by year. The time for making bad readers into good—say an hour a week—is very short. In the best schools, however, an attempt is made to arouse a love of reading.

Reading.

"A poem is read by the teacher or pupil, and a discussion follows as to the story and any striking point in the poetry. A play of Shakespeare is taken on another occasion, and the pupils assume the characters and are induced to commit certain lines to memory.

French.

"French, taught conversationally through objects and everyday actions, and by repetition of simple poetry, such as the nursery rhymes, is a most attractive subject. I have seen remarkable progress made by pupils whose surroundings were far from conducive to home efforts.

Singing.

"The singing centres established by the Leeds Board are an excellent feature. A pupil begins at an elementary class, passes on to the intermediate class, and eventually joins the Board's Choral Society."

Mr. W. H. Haler (Leeds Staff):—

Commercial evening schools.

"The Leeds Board has met with considerable and gratifying success in its *commercial evening schools*, which are really the only true continuation schools in the district. In these schools the commercial subjects of the Code are taught by specialists."

Of rural schools Mr. Haler says:—

Rural schools.

"The operation of Art. 17 has discouraged the teachers who in the small country schools cannot earn sufficient to recompense them for their sacrifice of time and trouble. . In some few cases the rural schools are subsidised by the West Riding County Council. As, however, the Technical Committee fixes a somewhat high standard of qualification for the teachers, it is often found impossible to continue the classes, owing to lack of suitable teachers."

Bradford district.

The Bradford district has 174 evening departments, of which 69 are under the control of the Bradford Board.

Mr. Sedgwick (Bradford Staff):—

English literature.

A feature of the work this year is the increased attention paid to the

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study of English literature, and in some of the Bradford board schools especially very interesting and useful lectures are being given on such subjects as the Victorian novelists and poets.

Rural schools. "The few schools in rural districts do not appear to have selected subjects closely related to village life.

"There are a few cases where horticulture is taught in the winter, and where practical work is done in the summer evenings in garden plots, but this work is confined to the few schools which began it some years ago.

The County Council. "The Technical Instruction Committee of the West Riding County Council is doing a great deal to encourage the formation of evening schools in populous districts, and to promote the efficiency of those already at work."

Difficulty caused by leaving the day schools too early. Mr. Sedgwick points out that large numbers of children have left the day schools on passing Standard IV., and such scholars, on coming to the evening school after the lapse of two or three years, are unable to get the full benefit of the teaching there provided, and have to do the work which they should have done in the day school. Thus

"Speaking generally, the majority of evening schools are scarcely answering the purpose for which they were founded."

Sheffield. Nearly all the Sheffield evening schools are under the Sheffield Board, including one or two national and Roman Catholic schools.

Denominational Board schools. Of denominational schools thus managed and financed by the Board, Dr. G. F. Smith says:—

"Thus these schools retain their voluntary character, and a student keeps up his connection with his old school when perhaps the board evening school would fail to secure him for admission."

Dr. Smith says of day scholars in evening schools:—

Day-scholars in evening schools. "One might have some doubt as to the desirability of allowing children, etc., but, when one sees the admirable way in which the majority of these schools are managed, doubt gives place to approval."

Ambulance. Ambulance is a subject favoured by the Sheffield Board:—

"The lectures are given by local medical men who know their work, and there can be no doubt as to the value of such teaching in a large manufacturing centre like Sheffield."

Commercial certificates. The Sheffield Board holds examinations of evening scholars for commercial certificates. From the report (Nov., 1899–Nov., 1900) I find that in two successive years the numbers of certificates awarded were 347 and 441. The 441 were thus:—commercial arithmetic, 23; book-keeping, 58; English and commercial correspondence, 44; French, 117; German, 6; shorthand, 184; commercial geography, 9.

Hull district. In the Hull district (1899-1900) there were very few evening continuation schools.

Dearth of evening schools. Mr. Monro:—"Why places of the size of Goole, Bridlington, Driffield, and, until this year, Beverley should have no classes of this kind it is difficult to understand. Indifference to education on the part of the young people, no doubt, is very general, but this is not the whole explanation. When these classes are properly taken in hand by a school board, it is felt that, whatever may be their success, the ultimate result will be a call upon the rates.

Mr. H. Brown (Durham Staff):—

Durham district. "Generally speaking, it may be said that evening continuation schools flourish. . . . In many parts the evening continuation school appears to be permanently established, and is looked upon as a necessary part of the educational machinery of the neighbourhood."

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Mr. Brown found a woman over 40 years of age learning to read by spelling out monosyllables. Old students.

"In another school a father and son were sitting side by side working some very elementary examples in arithmetic. The subjects which are most frequently taught are those enumerated in the Code under 2 (*a*) (*d*) (*f*) for men and boys, and 2 (*g*) (*h*) for women and girls. . . . Grants are given on the recommendation of the inspectors of the Education Board, by the County Council for the teaching of the subjects marked *d*, *f*, *g*, and *h* to those schools which comply with their regulations. Subjects. The County Council.

"Oftentimes better teaching is heard in the evening continuation school than in the day school . . . Arithmetic is the favourite subject of the men and boys. A practical knowledge of his employment, with the power to make application of arithmetical rules, enables a young miner to obtain a mining certificate. . . . A composition exercise followed a geography lesson [given with lantern slides]. It was suggested that the picture which had given most pleasure should be described. This was creditably done by several young fellows, and one of them concluded his essay by hoping that the inspector would excuse his handwriting, as his fingers were just beginning to find the difference between a penholder and a pickaxe. He has since obtained his mining certificate." Teaching. Arithmetic and the mining certificate. Writing

The following is noteworthy:—

"In some cases pupils offer themselves at the end of the term for the Society of Arts examination in French, shorthand, and book-keeping. It would be well if this were more general, or that some form of merit certificate could be obtained by examination at the end of a course spread over two or three sessions. This would help to direct and concentrate aims and lend interest to the work." Society of Arts Examination Merit certificates.

Mr. Ward:—"There are some six rural evening continuation schools, of which three are aided by the Durham County Council, I believe. The answer to the query whether the subjects taught are generally suitable to the localities and to rural life is, that we are satisfied with the curriculum in these schools, but that it does not bear directly, in anything approaching a 'technical' sense, upon rural life as such." Mr. Ward. Rural schools.

Mr. Northrop:—"The Educational Committee of the Northumberland County Council assists in a very generous manner most of these colliery and agricultural classes by grants for the teaching of subjects other than the elementary ones of the Code of 1899. There is, therefore, a strong temptation to select subjects which will secure a double payment, without considering, in some cases, whether such subjects are best suited to the capacity of the scholars." Northumberland. The County Council.

Mr. Northrop gives a list of subjects, and the number of classes taking each subject. Commercial arithmetic is first, with 55. Several subjects have the score one. Among these last are agriculture and botany. Subjects

The York district had only 18 evening continuation schools in the session of 1899–1900, and, of these, three were abandoned during the session. The York Corporation gives no aid. The North Riding County Council aided five schools. In Scarborough it has been felt that the County Council grant was hampered by too many conditions, and that the efforts of the County Council have been too much in aid of women's classes. The clerk reports that men were helped by excellent short courses of lectures on horticulture. The County Council has issued a new programme, offering increased grants. York district. York. Scarborough.

Mr. Payne (Sunderland Staff):—

"There is little to suggest that the time tables of rural schools are arranged with special regard to the locality. Commercial correspondence Sunderland district.

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is taught in some, while the majority, if not all, take mathematical subjects and drawing."

Wakefield district. Mr. Cornish :—"I have visited a good proportion of the evening continuation schools. . . They appear to be doing good work, but, with some exceptions, are much handicapped by the ignorance of the pupils. A good many of the classes are simply learning again what they learnt at school and have forgotten. I was struck, however, with the evident sincere desire of the learners to improve themselves. Girls come from the factory, youths from the workshop, often with hardly an interval for rest or food.

Halifax district. Mr. Wilson points out the consequence of attempting too many subjects :—

Too many subjects. "Fifty girls entered an evening school in October, 1899. At the December visit only twelve were present, all of whom took at least five subjects, and some took more. Of the absentees, over thirty had already left the school, finding the course of study too long for girls who had to work in the daytime sixty hours per week."

The West Riding County Council. Mr. W. Vibart Dixon Mr. W. Vibart Dixon says that the Technical Instruction Committee of the West Riding County Council have taken all possible steps to avoid tempting managers to include in the time tables those subjects only which can receive County Council aid, to the omission of elementary subjects.

Organization. "Wherever it has been possible, the Committee have endeavoured to arrange for the division of a school into two sections, the lower one looking only to the Board of Education for support, and the higher division including other subjects suited to the rather more advanced pupils, and eligible for assistance from the County Council, as supplementary to any earnings from the Whitehall Department. Where put in practice, this arrangement has, on the whole, worked satisfactorily."

Amount of grant. The County Council grants for the educational year 1899-00 were £1,765 0*s.* 6*d.* In 1893-4 they were £1,064 12*s.* 3*d.*

Efficiency. From the reports furnished to the County Council by the Board of Education's inspectors and the reports of the County Council's own inspectors,

"it would appear that there has been a gradual but decided improvement in the character and general level of the teaching."

Drawing. In order to introduce free arm, blackboard, and memory drawing, the Technical Instruction Committee arranged in the past year a special training course for teachers, and offered exhibitions to assist attendance. This course appears to have been much appreciated.

Lantern slides. The committee has also provided sets of lantern slides for lending to schools. More than 42,000 slides were lent in the session 1899-00.

Rev. D. Cowling. In the annual report of the chief organising inspector there are passages quoted from the Rev. D. Cowling on evening continuation schools. Mr. Cowling, for the session of 1899-00, reported 60 per cent of these schools as "good," 30 per cent as "fairly good," and 10 per cent as unsatisfactory. He draws attention to the importance of managers' personal visits, to show interest in the work. In one or two cases, apparently for money's sake, unsuitable subjects have been forced on students and teachers with the natural result.

Workshop arithmetic "Commercial arithmetic has been taught in very few schools, workshop arithmetic having very largely taken its place, being more suitable for the class of students usually found in the evening continuation schools of the West Riding.

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"Sometimes weeks have been allowed to elapse before anything like satisfactory equipment has been provided. This has been generally due to that indifference of the managers to which I have referred. . . In one school the teacher was calculating the area of a field from notes from the field book, the measurements supposed to have been made with Gunter's chain, and given in links, yet neither a field book, nor a chain, nor even a tape measure showing links had been provided. This is not an isolated case. **Defective equipment.**

"There is no improvement, speaking generally, in the method of note-taking. Teachers, on the whole, persistently adhere to the old and easier practice of allowing the students to copy their notes from the blackboard or to take them down from dictation. This is much to be regretted, because no method can be more effectual than that which has so often and so forcibly been recommended, *i.e.*, the students making their own 'rough notes and diagrams while the lesson is proceeding.' It is done in a few cases and very creditably; but it should be done always, and it could be if the teacher would persevere in the matter, and not allow himself to be so easily persuaded that, because the students never have done it, they therefore never can." **Taking notes.**

Perhaps the above concluding words have a wider application than to taking notes only. Day school children in low classes may be more capable of writing their own meaning than the teacher imagines.

Defective Children.

The classes of the Halifax Board for defective children are mentioned in the board's triennial report:— **Halifax.**

"The main endeavour is to cultivate the mental and physical powers of the children, so that they may not become a permanent charge upon the ratepayers, and not merely to push the children forward in the ordinary subjects of elementary education. . . . They play at keeping shop, they are taught how to lay a dinner table, to cook a simple dish, or to make a bed. They are given, besides, lessons in drawing, reading, number, singing, drill, and manual occupations. . . . Progress is necessarily very slow indeed, but already the results have been most encouraging, and many of the parents have expressed gratitude for the improvement effected in their children." **Triennial Report, Jan., 1901.**

Leeds is to provide a special school for defective children. Sheffield has two classes, taught as yet in class-rooms of ordinary schools. **Leeds and Sheffield.**

Pupil Teachers.

From the Halifax triennial report:— **Halifax Triennial Report, Jan. 1901.**

"The training of pupil teachers, where central classes are established, usually consists throughout the apprenticeship of one half-day being devoted to study in preparation for the annual examination, and the next half-day being nominally devoted to teaching at a school. The result of this disjointed system of training is that the pupil teachers cannot be made responsible for a class at the school, and have not, therefore, sufficient interest in the practical work of teaching. They are more concerned in their own preparation for examination than in learning how to manage a class. The principal teachers, on the other hand, cannot be expected to take the same personal interest in the training of pupil teachers, who are only available half time. The pupil teachers are apt to be used, therefore, merely as clerks and messengers." **Unsatisfactory present system.**

It is proposed, therefore, that the first two years of engagement be almost wholly given to study, and that the last two years, roughly speaking, be wholly given to actual teaching, care being taken meanwhile that the pupil teacher's education is continued, and there is to be a marked difference in salary between the two periods. **Proposed remedy**

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Sheffield district.

Pupil teacher centres are now not uncommon. But I do not know of any in the Sheffield district that is a purely *day* centre, except the Rotherham Board's centre, for which a large private house has been purchased and adapted, and opened in January, 1901.

Suggested improvement.

The pupil teacher system, I would suggest, might be improved by treating class-management *throughout the apprenticeship* as only one of the subjects of instruction, the pupil teacher meanwhile not counting on the staff of the school. As he advanced in his own education, the purpose of becoming a teacher should influence the choice of his studies; and, after apprenticeship and Q.S. examination, he could have a year or two of half time student-teachership, if he did not go to a training college.

At present, even with a *day* centre, the pupil teacher may have none too much time.

Darlington district.

Mr. Leaf:—"When they are taught at centres, their time during the day is taken up in the majority of cases with either attending the classes or teaching in school. The time for preparation, which seems on the average to require about two hours per day, has to be found in the evenings. This obviously leaves little enough time for recreation, to say nothing of the development of any capacity for self-education. There are schools, of course, where systematic relief from work is allowed; but the practice is not sufficiently general, and in many cases the time given can be used to little advantage when it is spent in a noisy class-room. The strain is, of course, greatest in poorly staffed schools, where a pupil teacher is practically in sole charge of a class. It is not so great in the larger and better staffed schools, but in them there is a tendency to excess in the opposite direction, and it is possible to find pupil teachers who seem to do little or no actual teaching, but to stand by as a numerical complement to teachers in charge of a class which would otherwise exceed the limits laid down in Article 73."

Halifax district and Northumberland.

The Halifax district has seven "day-classes" for pupil-teachers, containing altogether nearly 400 pupil teachers and candidates. Northumberland has but one central pupil teachers' class (in Newcastle) with about 170 pupils. The staff includes four graduates. Mr. Northrop says:—

"The difference between the papers worked by these pupil teachers and those worked by pupil teachers taught at their own schools, affords most striking evidence of the superiority of the class teaching."

York district.

The York district has two centres, at York and Scarborough.

Scarborough.

Mr. Howard:—"In Scarborough the classes are held in the daytime. . . . All the teaching is good. . . . The pupil teachers are taken occasionally to the beach and into the woods to receive lessons on rocks, flowers, etc. Such training will no doubt prepare them to give object lessons outside the walls of their schools. . . . Scarborough pupil teachers are remarkably well taught in drawing, and they put their teaching to excellent use by blackboard illustrations of their object lessons."

Leeds.

Mr. Whitmell:—"The pupil teachers in Leeds are remarkably successful. Of those attending the board's classes 93 per cent passed 'well' in 1899, and in the Queen's Scholarship of 1899 a first class was obtained by 83 per cent."

Mr. Whitmell says of the admission of candidates, and I agree, that in cases of doubt it seems wiser to reject than to admit.

Sunderland district.

Mr. Foster:—"At the late Queen's Scholarship examination the first boy on the list came from South Shields, and at the present time (December, 1900) two pupil teachers from Sunderland hold scholarships at Oxford, one at New College and the other at Balliol."

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The necessity of a *day* centre in the case of the rural pupil teacher is manifest. In view of the disadvantages under which the rural pupil teachers labour, Mr. Boyd Carpenter suggests that training colleges might reserve a certain number of places for these pupil teachers. Rural pupil teachers. Mr. Boyd Carpenter.

Of the medical certificates he says that Medical Certificates.

"the certificate comes from the local medical man, who, with every wish to be fair, insensibly inclines to the side of the candidate, and who perhaps does not fully appreciate the conditions of school teaching and the demands made on the teacher. One cannot fail to be struck with the palpable unfitness, on the physical side, of certain pupil teachers. . . . Instances are not uncommon in which teachers arrive at the training colleges furnished with medical certificates, who are totally unfit. . . . It is a cruel kindness to the teachers to allow the physically unfit to pass, and worse for elementary education."

Again, with reference to the practical training of country pupil teachers, seeing that the head teachers may in the course of years, through no fault of their own, have fallen behind in method, Mr. Boyd Carpenter suggests that Visits to other schools, etc.

"if some system could be organized by which the country pupil teacher, and even the Art. 68, could be sent to a training centre or recognised good school for a fortnight or a month, a wonderful quickening would be secured for the teaching in the country school."

Of 58 pupil teachers under the Sheffield Board, examined by the Cambridge University after a course of lectures on Shakespeare at Sheffield University College, 46 obtained certificates; and, of these, 15 gained special distinction. Sheffield Board's Report, Nov., 1900.

How is a school that is not over well staffed to meet the difficulty caused by sending a pupil teacher to a *day* centre? By employing children with good text-and-exercise books. This sets one teacher free, and *may* turn the apparent disadvantage into an advantage by making the children work for themselves. School without the pupil teacher.

Teachers under Art. 68.

Mr. Cornish:—". . . indispensable at present in this district. . . . Wakefield district.

"In a few cases girls of 16 or 17 from secondary schools, who do not wish to become pupil teachers, are taking up teaching with a view to passing the Queen's Scholarship or qualifying under Art. 68. It is possible that this may prove a valuable source for the supply of teachers."

Mr. Howard, speaking of Art. 68 teachers, of whom there are plenty, and many of whom are very useful:— York district.

"One teacher gets nothing, and not long ago I found a teacher who was willing to remain in the service of the managers if she could obtain an advance on 6s. a week."

Mr. Monro:—"It is impossible to regard with complacence the swelling ranks of 'plucked' pupil teachers engaged in this manner." Hull district.

One cause of the increasing number of these assistants is

"the readiness of many head teachers to avoid the trouble and responsibility of instructing pupil teachers, especially as they see so many of their more fortunate brethren in large towns relieved of this extra work."

Mr. Worley:—"A few are good; the bulk of them are like those who were in charge of the dames' schools of old." Bradford district.

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Miscellaneous.

The Blind. York. Mr. Howard:—"There is an excellent institution in York, the Wilberforce School for the Blind.

"The institution has suffered a great loss by the recent death of Mr. Buckle, who has done much for the blind during the last thirty years."

Free clothes There exists in Sheffield a Clothing Guild, the purpose of which is to supply free clothing to poor board school children.

The School Dentists' Society. In September, 1900, a meeting was held in Sheffield in support of the purposes of the School Dentists' Society. The president of the society, and other experts, gave addresses, and a local committee was formed to deal with the important question of the state of teeth in schools.

The Federation of School Boards (West Riding). The Federation of School Boards (West Riding of Yorkshire) should be mentioned. This federation may, it is to be hoped, provide some remedy for the isolation of the small board. A conference was held in January, 1901, at Wakefield. Twenty-eight federated boards, and fifteen boards not as yet federated, had been invited to send representatives, and the Board of Education's inspectors of the districts concerned were also present by invitation.

Protestant Children in Roman Catholic Schools. It would be interesting to ascertain the number of Protestant children in Roman Catholic schools. In such a school in the country, out of more than 60 children present at a visit of inspection, only two belonged to the school's denomination.

The Code of 1900.

Mr. Whitmell:—"The new Code (1900) again widens the variety and elasticity of the curriculum, and will lead to English, geography, history, and elementary science being taken up in the majority of schools. Another advantage of the block grant will be that specific subjects need not now be undertaken merely for the sake of the money paid for them. . . . Freedom in its true sense, rational liberty, not irrational license, seems to me to be the keynote of the new Code, and I trust that we shall find that both teachers and children are allowed to give free play to their individuality. When it is desired to ascertain the children's attainments I am of opinion that the testing should be done jointly by the teacher and the inspector, *i.e.*, by an internal and an external examiner working together."

"Schemes." The year 1900 has been marked by a more distinct raising of the question of the school curriculum. Several conferences have been held in the Sheffield district about the matter of schemes. I have also heard of conferences elsewhere. To me the following points seem important:—

Suggestions for schemes.

1. To introduce a graded systematic course of teaching to speak.
2. To vitalise writing by using it, even in the lowest class of elder children, for expressing the writer's own mind.
3. To provide sufficiently for the influence of good poetry (not overlooking metre).
4. To teach the practical use of a dictionary, and of an indexed atlas.
5. To make the arithmetical course as educational as possible.

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The governing consideration in forming a scheme may well be something like this:—In what state of knowledge and development should a scholar *finally* leave school? What should he know and what should he be able to do? A guiding principle.

It is well to be on our guard against those who would settle a curriculum with too much respect to the demands of the outside world. To take a simple instance: a business man wants a bill made out with *results* only; but it is well to teach the school child to *expose* the process by which the result is reached. He is only too apt to conceal it. Again, one man will want the chemistry of gases taught with a view to mining; another will want a knowledge instilled as to the quality of cotton yarns; and so on; useful, doubtless, but secondary to the main consideration, which is, not the business man's convenience, but the child's development. The child *v.* the man of business.

Also, though foreign competition may urge us on, the chief purpose of education is not that we may successfully compete with other nations in trade. The duty of educating would remain if these nations were to cease to compete with us. Foreign competition.

The Finished Product of our Schools.

In the absence of that much needed institution, a general examination for certificates of merit, a school board may do something on its own account. Certificates of merit.

The Sheffield Board's examination for certificates of merit shows an advance (Report, Nov., 1900) on the previous year. Examined, 1,180; certificates awarded, 608; in the previous year the numbers were 909 and 303. To obtain a certificate a child must pass in reading, handwriting, spelling, composition, and arithmetic. Success in geography, history, or grammar, and distinction in any subject, are recorded on the certificate. Of the 608 certificates, 389 were for Standard VI. work, 219 for Standard VII. Sheffield Board's Report, Nov., 1900.

It is to be regretted that no summary public record exists showing from what part of the school scholars finally disappear, especially as in future we shall hear less of "standards." Such a record would have been in some sense a measure of the efficiency of our system, and would have given us valuable information. From what part of the school do scholars leave?

I have by me a number of letters, etc., mostly written by teachers, on the question of the scholar's condition when he finally leaves school. The leaving scholar's condition.

A few (Sheffield) teachers have favoured me with figures indicating the position of leaving scholars. In examining these figures it should be borne in mind that their precise meaning may not be uniform. But what is here given may serve to suggest a properly definite inquiry on a sufficient scale, if not throughout England and Wales, yet in a few selected areas.

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No.	School.	Standard*. II.	III.	V.	V.	VI.	VII above.	Total.	Remarks.
1.	Girls' Board.		18	21	33	28		100	Left in 1899-1900. Standards "arrived at."
2.	Girls' Board.		3	6	10	25	16	60	Left in one year.
3.	Mixed Board.	(26 below IV.)		17	35	38	29	145	Left for work. Six of these had "passed" Standard VII. The others from IV. upwards were "in" these standards.
4.	Boys' Board.	(9 II. & III.)		7	12	20	30	78	Left in 1900. "Working in" these standards.
5.	Boys' Board.	2	4	14	35	53	28	136	"Passed" these standards. Left for work in 1899 and 1900.
6.	Boys' Board.	2	2	8	10	20		42	Left in 18 months, from 1st July, 1899. Migrants to other schools expressly excluded. "Working in" these standards.
7.	Boys' National.	1	11	6	12	20		50	"In" these standards. Left after Jan., 1900.
8.	Boys' C. of E.		3	10	8	(31 VI. & VII)		52	Left for work in 1899 and 1900.
9.	Boys' National.	1	5	7	35	42	71	161	Left for work, in several years. "Working in" these standards.
10.	Mixed C. of E.	3	3	35	28	21	10	100	Percentages. Left in 11 months of 1900. "In" these standards.

* A report has been kindly furnished from the Sheffield School Board Office, showing for each board school the standards in which children were working who left in 1900. Summary:—Standard I., 8; II., 64; III., 166; IV., 390; V., 675; VI., 1,298; VII., 1,072; ex-VII., 331. Children who left the higher grade school are included.

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Some extracts, etc., follow :— Opinions of teachers.

1. "There is still a not negligible number of parents distinctly *opposed* to the instruction of their children.'

5. "About 85 per cent reach Standards V. and over."

7. "It is now [at 13 years of age] that his interest appears to be more sustained, and his desire for knowledge increased; and I strongly advocate the school age being raised to 14, as I am of opinion that more lasting benefits would accrue to the child in that extra year than in the previous three years."

10. "Ninety-five per cent of my scholars leave the day they are 13. . . . They leave just when their faculties and reasoning powers are beginning to be developed, just when they might be expected to cultivate a love of knowledge for its own sake, just when their progress would be most rapid, just when the result of years of training might be expected to bear fruit. Fifty per cent of those who leave do not go to any permanent employment—they are too young to get employment in a factory—but are employed running errands for their parents. As a result, they loaf about the school doors, and entice other younger children to play truant."

This school has Jew children who are admitted totally ignorant of the English language.

11. "They, as a rule, reach that point when the superstructure is just being put upon the foundation laid. . . They are judged by employers, and often condemned, upon the knowledge they possess upon the particular subject in which they would like to see them efficient, as useful in their special line of business."

12. "The average boy leaves school at that point when the most pleasant and useful part of his education is about to commence, and when another year's work would be invaluable. . . . A number do not reach Standard IV., as their parents are constantly dodging the School Board authorities and the landlord."

13. (A girls' school.) "Children leave *directly* they become 13 years of age, which generally happens in Standard V., IV., or III."

14. (A boys' school.) "Stuffed with information that is seldom assimilated then or later."

15. "Since the abolition of the yearly examination the average length of school life has been curtailed by several months. Now, as soon as a boy is 13, the dunce's certificate is filled up; before, a boy usually stayed until the yearly examination, often months after he became 13."

16 (Near Sheffield, a mixed school.) "In short, the acquirement of knowledge has been made the one essential object, instead of the cultivation of intelligence."

17. (Sheffield, mixed.) "In the past year 132 left who had not reached Standard IV., 30 because they were 13 years old and were leaving school finally."

18. (Sheffield, mixed.) "Taking this year, an average one, 10 per cent left for work before reaching the Fourth Standard."

19. (Gateshead, poor neighbourhood.) "I invariably found, when they turned up at the night school, that they had forgotten much of what they had been taught."

20. (Gateshead, boys'.) Wants age raised to 15, and greater encouragement to send in scholars for such examinations as the Cambridge Local, or College of Preceptors', "or any other form of 'leaving certificate.'"

21. (Near Sheffield.) "So far, the child's brain has been more in the nature of a lumber-room than a well regulated store-room."

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22. (Rotherham, girls'.) ". . . it is only when in Standard VI. that the child seems to show a readiness to attain knowledge for its own sake."

23. (Near Sheffield, mixed.) ". . . he has not, as yet, been taught how to use a dictionary. This, however, will be included in next year's work."

24. (Near Sheffield, boys'.) "The teachers do too much and the pupils too little."

Harrogate district.

Mr. S. R. Wilson summarises the opinions of several country teachers:—

Opinions of some country teachers.

"Children leave school just before the age at which they would appreciate education. Thus their knowledge is less than it otherwise would be, and there is reason to fear that many have a distaste for study throughout their lives. One optimistic man said things were better in his village; children were generally in Standard V. before they left, and, if they paid a visit to Leeds, five out of six would go to the museum."

Act of 1900.

The vexation, with which all must have sympathy, of seeing the scholar leave too soon, just when work begins to tell visibly, will, it is to be hoped, be somewhat relieved by the Act of 1900, which makes compulsion possible up to the age of 14.

Mr. Haler.

Mr. Haler (Leeds Staff):—

"I have not formed a very high opinion as to the value of the ordinary day school training in fitting our young people for their after life. . . I am of opinion that the idol of excessive neatness, the production of all work for inspection, and the conscientious but misguided assistance of the teacher, tend rather to cramp the scholar."

Mr. Northrop

Mr. Northrop:—"The child is helped too much, but not taught to help himself."

Mr. Ward.

Mr. Ward:—"He has his tools, or most of them, but he lacks the knowledge, the impulse to use them. When the impulse is given, by external circumstances in after life, he finds his possessions most valuable. A very large number of the successful men of business in various grades have been trained in the elementary school."

Moral Lessons.

It may seem like adding one more ounce to the camel's load, but *this* question is worth considering: Ought not a school, apart from religious instruction, to have on the time table a definite provision for *moral* instruction? An attempt has recently been made by Mr. J. Martin White to bring this question forward. Those who knew the "Pleasant Pages" of years ago will remember that definite moral lessons were part of that pleasant work. Mr. Boyd Carpenter says:—

"The discipline may be excellent in a school, but the moral tone sadly defective, if not almost absent. One would be glad to see some definite attempt made in every school to teach and inculcate manners as apart from knowledge of things. Lessons in the smaller courtesies of life wil do more for good citizenship than the best arithmetical teaching."

On the other hand, Mr. L. C. Smith gives a striking instance of an incorrigible boy, a hater of school and persistent truant, whom the law and

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the truant school had failed to reform. But a remarkable change was wrought in "John" by the kindly influence of his class mistress.

"The quondam truant was now never absent, and sometimes came early and hid in the offices to escape from a dissolute mother, who would have sent him on to the streets to pick coal or earn a few stray pence. The teachers of high aim and kindly heart draw many such branded Hooligans as John from a life of warfare on their kind. Their influence for good is very great, and in the very poorest schools it is especially seen."

I have the honour to be, etc.,

W. P. TURNBULL.

To the President
of the Board of Education.

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GENERAL REPORT *for the Year* 1900, *by* J. ARMINE WILLIS, ESQ., *one of His Majesty's Chief Inspectors, on the* SCHOOLS *in the* SOUTH-WESTERN DIVISION, *comprising the* COUNTIES OF WILTSHIRE, DORSET, SOMERSET, DEVON, *and* CORNWALL, *and part of* HAMPSHIRE.

MY LORD DUKE,

I have the honour to present my report on the above-named Division, the ancient Wessex of Alfred, the scene of the first battles in the strife between benevolent authority and willing ignorance, which still continues in guerilla form.

On the nature of the School authorities in the Division I need say nothing here, as it is sufficiently set forth in the statistical volumes issued by the Board of Education. To one point only in connexion therewith I would venture to call attention—viz., the extraordinary number of minute School Boards in the county of Somerset. So far as I can learn from a cursory glance over the official returns, this county has in this matter an unhappy pre-eminence. The figures are as follows:—

School Boards with populations under			500	and over	400	-	7
„	„	„	400	„	300	-	4
„	„	„	300	„	200	-	10
„	„	„	200	„	100	-	6

May I venture to doubt whether microbiotic organisations of this sort would have commended themselves to Alfred?

SCHOOL SUPPLY.

Bournemouth District. Mr. Mostyn Pryce reports an increase of 60,000 in the population of the Bournemouth district, but mentions only two cases of pressure at the present moment, viz., at Wimborne and Broadstairs.

Bath District. From the Bath district Mr. Curry gives details of a very large amount of building, both in the way of new schools and of the enlargement and improvement of older buildings. It is noticeable that in seven cases the former schools are stated to have been actually condemned as unsuitable; and probably a more or less official condemnation under Circular 321 would be found at the back of many others in which the fact is not distinctly specified. "It is astounding," says Mr. Curry, "to look back over the last three years and see the amount of building that has been rendered necessary to enable the district to keep up with the demand for places and improved accommodation."

Exeter and Barnstaple District. In the Exeter District, Mr. Cowie reports the supply of schools to be generally sufficient, with some exceptions on account of the growing district in and around Exeter.

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In the Barnstaple District, Mr. Cowie states that some of the schools at Barnstaple are too full, although there appears to be sufficient (if not always suitable) accommodation in the borough taken as a whole.

Newton Abbot District.

In the Torquay District, Mr. Wilkinson can mention but two cases where new schools are urgently needed, viz., Kingsbridge Board and Newton Abbot (Infants'). "Both these cases," he says, "have been so long under consideration that I begin to fear nothing will be done until grants are refused to the old buildings." He reports that in many of the schools, long recognised as efficient, the sanitary arrangements are not up to date.

Plymouth District.

In the Plymouth District, Mr. Fisher points out some serious wants of accommodation at Plymouth; and no one who sees the enormous extensions in the three towns, Plymouth, Devonport, and Stonehouse, can be surprised. Whately's ingenious illustration of cause and effect, beginning with cats and ending with clover, may be here paralleled by the connection between Imperialism and an increased school rate. It is satisfactory to hear that at Plymouth, in addition to ordinary elementary schools, a pupil-teacher centre school, a deaf and dumb school, and another for epileptic and defective children are to be provided.

Taunton District.

Of my own district of West Somerset I can say that the accommodation in the rural schools is very fair, though it seldom rises to a higher pitch of excellence. The tide of population at Weston-super-Mare is continually overflowing the admirable accommodation provided by that Board. At Taunton there is an unusual number of obsolete and defective schools crowded into a small area, and the question how to replace the condemned schools is now under discussion. The main defects in the county at large are lack of class-room accommodation and (in the town schools) want of playgrounds. The last-named defect has been the subject both of exaggeration and its contrary, for while the unfrequented lane outside the small village school may well serve as playground for its twenty or thirty scholars, the use of town streets in that capacity is both demoralising and dangerous. There is a sort of "Empson's fork" argument in opposition to demands for a playground, of which rather too free use has been made, and I think it might now be laid up in the official armoury of obsolete weapons. The alternative is, for country schools, that the children do not need more open air; and for town schools, that the necessary land cannot reasonably be demanded. As to class-rooms, there are still too many single-room schools; it would be desirable to insist on the provision of a class-room either by conversion of a portion of the existing building or by addition, for every forty children or so in ordinary attendance above twenty.

School Apparatus.

The aid grants have materially assisted in the improvement of school apparatus, especially in the matter of desks. But the benefit has been largely neutralised by the disregard of the necessary graduation of desks to suit the varying ages of the children. Far too often the entire desk furniture of a school is of the same height throughout, and that height one suited to the elder children only, and the little ones write or draw with their elbows up to their ears. Another serious defect is the distance between seat and desks. Faults of this sort are very difficult to remedy where the desks are made in the ordinary way

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with cast-iron supports; hence the home-made wooden desks are often more adaptable to modern requirements.

Attendance and the Working of the Elementary Education Acts.

The Inspectors of this Division have devoted much pains and preparation to the discussion of the question of the attendance at school, and the efficiency of the means provided by the Acts for checking irregularity. With such wealth of information, the task of condensation is both difficult and invidious, and some apology is due to officials who have spent time and labour on this subject for the necessary omission of much valuable matter. The general result of their reports is a concensus of opinion that, where regularity prevails, it is due almost exclusively to the personal efforts and personal influence of the teacher (and of regularity thus produced there are in all the districts some magnificent instances), but that, so far as the local authorities are concerned, though in some cases they have taken a serious view of their duties and devised new methods to ensure their performance (as in the case reported by Mr. Mostyn Pryce, of the Poole School Attendance Committee, who have appointed a medical officer to visit, free of charge, children pleading illness), generally speaking, the machinery is inadequate, the efforts to secure regularity are too often half-hearted, and the results of these efforts ineffective to ensure an attendance that shall be of much value to the scholar, or of any value at all to the teacher.

A need is felt for a competent authority to inquire into the class of person generally selected to perform the duty of attendance officer, and into his remuneration, and to ensure that the rules laid down for his action are under real supervision and properly carried out. If none of these points are subjected to superior control, and if there is no authority to see that such control is exercised, it can scarcely be a matter for surprise if these duties are neglected or very perfunctorily performed.

It will be seen, also, that the present methods of dealing with irregularity are both expensive and ineffective. The District Inspectors cannot spare the time required to get out the facts and to prepare each case, either for presentation at Whitehall or for reference to the local authority. (For may own part, I may say that I am equally ashamed of the number that I have sent up, and of the number that I have left alone from sheer lack of time to deal with them.) It is a question whether the matter is not also beyond their competence, for their relations with the School Attendance Committees are ill-defined, and their official intercourse with them very circuitous.

Finally, the results of their interference are frequently *nil* and always evanescent. Let me give two instances within my own experience. A boy who had been earning some 15s. a week for months as a caddie on a links, was summoned under pressure put on by myself, and fined, I am told, fifteenpence; a girl summoned, in like circumstance, was kept out of school another fortnight to earn the amount of her fine.

It may, however, be asked, Do not the local officers already and in fact produce reasonably good results? Is not the percentage throughout England about what might be expected, and are not any higher percentages the effects of a morbid, if not unnatural energy? It is fortunate that we possess the means of answering these questions by

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means of a document which lies to the hand of any inquirer in any part of the country, and which, as far as my experience goes, establishes conclusively that the possible maximum of attendances is far beyond the present so-called national percentage, and that under the most unpromising circumstances, better results can be, and are invariably attained, not by any feverish overstrain, but by the simple operation of the existing machinery, operating under vigilant control. The document in question is the attendance card, which parents of children of school age applying for outdoor relief in most of our unions are required to present, and on which the teacher records the number of attendances made by the children; the regularity of the attendances being a condition of relief. I have been in the habit of asking for these cards, not only in my own district, but in other parts of the division, and everywhere they tell the same tale of regular attendance, generally 95 per cent. of the maximum, and never, except for attested illness, falling under 91 per cent. Now there are three points to be noted herein; the first that, *ex concessis*, the class of children dealt with must be the worst-fed and worst-clothed; the second, that it is to the parents' interest to avoid irregularity; and the third, that it is to the interest of the local authority to detect it.

Maximum attendance possible.

Let it be understood, however, that the above is cited not as a model for the machinery of administration, but simply to show what results are not only possible but actual; as a piece of machinery it suffers from the introduction of the poor-relief element, which is probably one of the causes of the failure of the law as at present administered mainly by relieving officers.

I now proceed to give some details from my colleagues' reports on these matters.

Mr. Mostyn Pryce reports from the Bournemouth District a considerable increase of activity on the part of the local authorities, and more frequent applications for labour certificate examinations; but he adds:—

Bournemouth District.

"Notwithstanding such efforts school attendance remains much about the same. It varies greatly, from 70 to 90 per cent of the numbers on books, the variation being often apparent in neighbouring schools, and even in the same school after a change of school staff."

He insists on the need of regular house-to-house visitation to ensure the registration of children, and he singles out the Portland School Attendance Committee for special remark on the score of neglect of duty, both active and passive.

Mr. Curry thinks the attendance in the Bath District is certainly improving, and attributes the fact largely to the more cheerful conditions of school life. He calls attention to the incompatible duties generally imposed on the attendance officers and the smallness of their remuneration, and to the fact that the work on allotments often keeps away the elder scholars in rural schools. After giving a glaring instance of irregularity pervading a whole school under connivance of the managers, as employers of illicit labour, he adds that the steps taken under stress of the Board of Education

Bath District.

"had no beneficial effect, because not followed up. The attendance officer, who holds four other appointments, had not visited the school for four weeks previous to my last visit."

Mr. Gordon, in the Sherborne District, has favoured me with some very interesting observations and statistics on this point. He says:—

Sherborne District.

"The most effective machinery is that of a popular school and an

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energetic teacher who will look into cases of irregularity himself. It does not strike me quite as being his work, *but* it answers."

And he gives a magnificent specimen of regularity of attendance at Burton Radstock School, showing that the school had been open forty-three weeks of the year, and that with 150 in school there had been an average attendance of 145, or 97 per cent. In his opinion the only remedy for the general neglect is the appointment of the Attendance Officer by a central in lieu of a local authority. He considers it only fair to except from his strictures the Shepton Mallet School Attendance Committee, which has been always most energetic and most ready to assist.

Attendance officers. Mr. Gordon's statistics extend over twelve Unions, and show that twenty-four Attendance Officers are employed to visit 254 schools: all but one of these are also Relieving Officers, and several have other duties besides. The number of schools per head varies from eighteen to four, but nine is the most frequent figure. Their remuneration varies from £25 to £5, £10 being the most usual sum. The highest expenditure is £45 for two officers dealing with twenty-seven schools; the lowest £10 for one officer dealing with fifteen schools.

Exeter and Barnstaple District. Mr. Cowie, in the Exeter and Barnstaple District, confirms his colleague's opinion that the main agent at present in producing regularity is the personal influence of the teacher, coupled with prizes and certificates; "but," he adds, "they do not reach the worst cases, whom nothing but compulsion will affect."

Newton Abbot District. Mr. Wilkinson (Newton Abbot district) thinks the attendance is generally improving:—

"The local authorities can be depended on to secure from 75 to 85 per cent., but anything over this must be obtained by the efforts of managers or teachers. A good attendance is the exception rather than the rule (and he gives two instances where the local authority had actually defied the law). It is most desirable that every school should be compelled to have a copy of the Bye-laws conspicuously put up, as well as a brief compendium of the laws and of the penalties involved in their breach."

Child labour. In this connection Mr. Wilkinson also complains of cases in which children are overworked in the morning before being sent to school. The instance he gives is connected with the early distribution of milk at Torquay; it appears to justify the severity of his strictures and to deserve some special consideration.

Plymouth District. Mr. Fisher (Plymouth District) while he thinks that attendance is receiving somewhat more attention, nevertheless states that if he had the time to devote to the matter, he would undertake to convict of default more or less two-thirds of the school authorities in his district. He gives some most interesting figures comparing the attendances at Liskeard and Bodmin with those at a Devonshire town of the same size, too detailed, I fear, for my present purpose, but again conclusive on the fact that the excellent attendances in the two first-mentioned cases are due to the teachers alone, practically without calling in the administrative authorities. He states in detail the methods adopted, notices, prizes, holidays, &c.; "but above all, hard work on the part of scholars and teachers. Says the master, 'my boys certainly do their share.'" At another school it appears that—

"illegal employment has almost ceased because of the sharp look-out kept by the scholars. Boys who wilfully absent themselves are very effectively

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made to feel that they have offended and injured their school-mates; and the punishment is not always verbal."

Without inquiring too minutely whether zeal has not somewhat overrun discretion here in countenancing a breach of the first rule of schoolboy morals against "sneaking," I am glad to notice these remarks, as involving an appeal to one of the best characteristics of our higher schools, *esprit de corps*. This spirit certainly exists in the elementary school class; it is one of the credit items in the present football craze, against a good deal *per contra*; it is the one saving merit of some Hooliganism, and it can be made (as the above quotations show) a valuable agent not only in the discipline of the school in its corporate capacity, but also in the development of the individual. Mr. Fisher gives further illustrations of the excellent effect of similar efforts at the Plymouth Union Street Board Schools. Recognising, however, the fact that after all the primary function of the teacher is not that of attendance officer, Mr. Fisher discusses the efficiency of the existing machinery and suggests the desirability of a special officer at Whitehall for attendance questions, who should examine periodical returns of local authorities as to the registration and attendance of children, and as to the steps taken to enforce attendance.

Truro District.

Mr. Streatfeild (Truro District) is at one with his colleagues in his report:—

"Bye-laws," he says, "are not enforced, and are frequently not known. Children are allowed to leave—and are actually employed by the members of the local authority—without any qualifications whatever."

After the above details I need not waste many words on my own district, which presents the same phenomena as the rest. Some of the towns are very well looked after, *e.g.*, Weston and Crewkerne, and there are capital attendances round Exmoor; others are very slack, *e.g.*, at Bridgwater, and notably under the Attendance Committees of the Axbridge and Langport Unions.

Difficulties near golf links.

My colleagues do not mention one difficulty to which I dare only refer with bated breath, viz., the havoc made in schools adjoining golf grounds. I believe it has been surmounted elsewhere, and I must hope for the best.

With respect to attendance officers it is only fair to them to say that many who try to do their duty are checkmated by the physical impossibility of covering the large and straggling areas of our Census Districts.

There are three grains of salt with which the official statistics of attendance should, I think, be read. The first is as to the average rate of attendance.

Possible error in calculation of general percentage of attendance.

The last Blue Book states with perfect correctness (p. 88) the percentage of average attendance in relation to Scholars on Registers to be 82·01, but there is some danger lest a statement of the ratio between two numbers should be taken as representing with any accuracy the average number per cent. of the scholars in ordinary attendance. It may or may not be so elsewhere; but I can show that in West Somerset there is probably a considerable discrepancy between the two. I have

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tested it by careful analysis in the case of one small union and of two separate schools, with the following result:—

	Percentage of Attendance.	
	As per Official Return.	As per Collection of Weekly Averages.
Dulverton Union - - - - - -	90	83
Bridgwater Albert Street Board School (town)	91	82
Kingston Church of England School (rural)	101	91

In these cases the actual average is considerably below the official one; and the error is pretty certainly widespread.

Regularity may be only in lower classes of school.

A second point that must be borne in mind is that a comparatively high figure of attendance may be reached by very good attendance in the large lower classes, while it may be almost *nil* in the small, but most important higher class.

Too high a percentage open to suspicion.

Lastly, it must be remembered that an actual average attendance above 95 or 96 per cent. of the number on the books is not always a matter for unqualified praise, as it cannot ordinarily be obtained without some disregard to the health of the scholars. Mr. Wilkinson says, with reference to three schools with the high average of 98 per cent., "children will sometimes attend in ill health rather than bring what they conceive to be a disgrace to the school by non-attendance." For my own part, I have in one or more of these high-attendance schools insisted on the withdrawal of scholars who were obviously too unwell to take part in the work.

Standards of Exemption.

Robson's Act.

Mr. Curry reports that the Standard of Exemption has been raised in the Malmesbury Union from the 4th to the 5th, in the urban districts of Frome and Chippenham from the 5th to the 6th, and by the Swindon School Board from the 6th to the 7th; in the unions of Bath, Westbury, and Warminster it remains at the 4th standard.

Sherborne District.

Mr. Gordon is not sanguine as to the benefit of Robson's Act in his district, and he points out that it will give rise to heartburnings in places where a mechanic and an agricultural population live side by side.

Plymouth District

Mr. Fisher has heard little or nothing of Robson's Act, and does not think that many authorities have amended their Bye-laws as therein suggested. He states that some unpleasantness has arisen at Liskeard, owing to the fact that a boy from an adjoining parish can obtain employment in Liskeard, which the stricter Bye-laws of that district prohibit to their own children.

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In my own district there is great apathy in the matter. I have called attention to the provisions of the Act, and to the circulars, and I have pointed out the mischief that must arise if the scholars are to spend another year at school without a corresponding advance in the leaving standard; but I am not aware that any Bye-laws have as yet been amended. Taunton District

ATTAINMENTS.

The focus of interest has been shifted so much from the results to the methods of instruction, that the absence of much detailed criticism on the elementary school work in the reports of my colleagues cannot be a matter for surprise.

The loss of accuracy which has been noticed in other quarters, has called for some remark in this Division also; and I confess I think it deserves more regret than it has received. For, after all, accuracy is a virtue, even though its exclusive claim to that title be denied, and the cultivation of the habit is at least one of the forms of mind-training most within reach of the ordinary scholars under the average teacher. If it be surrendered, we should at least assure ourselves that we get adequate compensation; and there is an uneasy sense that the compensation of increased comfort of the scholars and teachers is not exactly adequate. It is fair to say that a pretty careful perusal of school examination papers in my own and my colleague's districts has not detected any sensible diminution of accuracy in the ordinary routine work of arithmetic—I will not say as much for spelling—but it must be remembered first, that routine arithmetic is by far the easiest subject of instruction on the curriculum; and secondly, the work so presented is done under the most favourable circumstances possible. On the other hand, the mental work in arithmetic has not increased in quality or quantity; there is rather less attention in class work, and there are rather fewer "hands out" than in old days. I shall have a word or two more to say on this subject later on, under the head of Method. Accuracy.

Mr. Wilkinson is in hopes that under the New Code much improvement will be seen in the teaching of Geography and History on broader lines than at present; for this purpose he thinks that a really good Reader in the combined subjects is still a desideratum; and he laments the want of encouragement to private study. Newton Abbot District.

Mr. Curry reports that the work done in the day schools continues to show improvement, but he deplores the over-teaching in the upper classes, and says that much still remains to be done to encourage children to independent thought. He gives an instance (which I can parallel in my own experience) of scholars working out with pen and ink simple sums which, when questioned on mental arithmetic, they did easily in their heads. Bath District.

Mr. Fisher reports progressive improvement in the teaching of arithmetic and handwriting, but demurs to the amount of writing on slates as prejudicial to writing on paper, and considers that insufficient attention is paid to position in writing. Plymouth District.

I cannot speak from comparison with the past in my own district; of the attainments as I find them, the most noticeable feature is the inferiority of the boys' reading to that of the girls in mechanical power. Only by lip-drill and careful pattern work can these defects be eradicated, and the number of teachers who have both the requisite knowledge of method and the time to apply it is somewhat restricted. Taunton District.

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NATURKUNDE.

On our efforts to introduce a course of observation of natural facts, under the head of Elementary Science or Knowledge of Common Things,

Mr. Mostyn Pryce says :—

"It cannot be reported that any great advance has yet been made. Class excursions are not looked upon with general favour, though I hear of an occasional walk. Until they have received a special training, I doubt if the general body of teachers are in position to give a lecture *in loco* on birds, &c."

Sherborne District.

Mr. Gordon also doubts the country walk becoming generally practicable for want of staff. He adds :—

"At one school the master started with great success what he terms 'observation.' One boy brings an early egg, another an unusual plant, &c., &c. These are put down in a list and kept in the school ; and it has certainly had the effect of stimulating the children."

Bath District.

Mr. Curry, while expressing his entire approval of the principle, recommends caution and deliberation in applying it.

"All teachers are not capable of showing children how to observe, though many will shortly qualify themselves for the purpose."

He speaks highly of the Summer Course of Lectures on Agriculture for Teachers established by the Wilts County Council, which appears to involve very practical instruction in Gardening. He observes that it by no means follows that the rural teacher is best qualified to instruct in rural matters, and points out some difficulties in the way of the proper inculcation of love of the country and its pursuits.

"The agricultural child," he says, "has little prospect of owning the soil, and has little to hope for, if he remains on the land ;"

and it is to legislative facilities for the acquisition of small plots that he looks for the fostering of a genuine love of the country.

Exeter, Barnstaple and Truro Districts.

Mr. Cowie and Mr. Streatfeild do not give encouraging reports on this matter.

Newton Abbot District.

Mr. Wilkinson says that most of the lists of Object Lessons submitted to him for approval are drawn up on very indefinite lines, and not calculated to meet the end in view.

"Subjects are frequently introduced which cannot possibly be watched or examined by the children, and are, therefore, useless for the training of their reasoning powers."

He quotes some words of Mr. England, Sub-Inspector in that District, to the effect that—

"he rarely hears household utensils discussed, with the reasons for their special forms, lessons on wheels, on lamps and lamp oil, with the causes of explosion, &c. ; and he is often asked what *book* there is containing such notions, as if they were mere matters of book-learning, the inevitable conclusion being that the teachers themselves have not been trained to examine their surroundings, and, therefore, cannot lead children to do so. In one or two schools in my District," continues Mr. Wilkinson, "a very helpful solution has been found. In one (Aveton Gifford) the master announces weekly what flowers, animals, &c., may be expected, and encourages children to bring notes or specimens. Thus the fact that a swallow was seen as late as November 8th was duly noted and discussed. In another (Totnes C.E.S.) the children take the initiative, and write on a board any question they wish to be discussed, the discussion being carried on first among themselves, and then in the class-time set apart for it."

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Mr. Fisher enters into the question very fully. He begins by stating that, excepting a few sporadic suggestions, nothing has been attempted in this direction in the Plymouth District. He also is certain that very few teachers are competent to give the "country walk" lesson, or to undertake the task of keeping discipline under such exceptional circumstances; but he thinks that as a portion of indoor school work it should be encouraged, and suggests that the "plan of the village" should be extended to a plan of the neighbouring fields, with a statement of the crops in each, and further, that a small plot should be procured for practising experiments. He fears, however, that the rural School Boards will not give much assistance in that respect, judging from a somewhat flagrant instance where the use of a small piece of land was deliberately refused, to the disgust of teacher and scholars. Nevertheless Mr. Fisher gives a delightful instance of the contrary spirit from Roche School Board, where the scholars held a show of pot flowers of their own sowing and raising, under the encouragement of an enthusiastic committee. **Plymouth District.**

"The numbers of exhibits were over 200, many most daintily arranged. The children had brought them from distances ranging from half a mile to three and a-half miles and more, along a very exposed road."

But Mr. Fisher objects to too much specialisation in these directions, lest the children should be thereby fastened to the soil, a result which he deprecates in view of the present economic position of the country labourer. He forwards a memorandum on the subject from one of the best country teachers, treating the matter, as Mr. Curry does above, from the point of view of the depopulation of the rural districts. This document is of great interest, as it bears the impress of a conscientious mind thinking out its problems at first hand, and not simply repeating the conclusions of others. Speaking of special agricultural interests, he points out that every specialisation must be based on a good general education; but this is a point to which the ordinary rural child has not yet attained. **Evils of premature specialisation.**

"The result would then be the gain of a few ill-digested and uncoordinated facts, with a concomitant decline in general education, due to the shortening of the time devoted to general subjects."

As a part of these general subjects, he welcomes the object-lesson proper, the full scope of which he evidently appreciates, as enabling the scholars to make independent observations, to repeat simple experiments, and to be led thereby to the discovery of beauty and of adaptation in what had hitherto seemed commonplace. This is one of his "essentials," but, as he truly says, it is as much an essential for town as for country.

My own observations on this subject must be entirely of a general nature. I should be sorry to seem to undervalue the conscientious work of the great body of rural teachers, who are teaching according to the light which they have received; but the facts remain that the work of the Inspector under Art. 84. (b.) in this particular matter has not been very fruitful: he has been expected to act as a sort of ambulant training college among teachers of mature years, of fixed habits of thought, and sometimes of insufficient knowledge of their own shortcomings; his text has been, if not to worship what they have burned, at any rate to burn what they have hitherto worshipped—to put aside their idols in the shape of pictures and fragments of material stuck on cards, as to which they have some letterpress to guide them, and turn to humbler realities for which they must depend on **Taunton District.**

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their own common sense ; to omit the Cheetah, the Springbok, the Cassowary, and the Apteryx (I quote them from Mr. Fisher's report), in favour of a set of subjects maddening from their very simplicity, and to frame a syllabus with an "educational" purpose, while they are guiltless of any but that of satisfying the Inspector. In very truth there is not only reason but necessity for "going slow." Not but that there are times of refreshing: there are country schools in which the spirit of our new Instructions has long been at work. If I do not single out any in my own district for special praise on this account, it is mainly because my comparatively recent transfer to this district disables me from having so complete a survey of it in my mind as would justify selection.

Gardening and Agriculture.

The above observations suggest this as the proper place for the introduction of my colleagues' reports on the matter of Cottage Gardening, Agriculture, and Horticulture.

Bournemouth District. Mr. Mostyn Pryce reports that it is taught at the Boscombe British School, at Lord Portman's School at Durweston, and at the Corfe Castle evening school. The value of the work would be increased if the scholars kept written notes of the work done. He states that lately, since the introduction of new schemes under the 1900 Code, more classes on this subject have been started.

Sherborne District. Mr. Gordon reports the existence of cottage gardens at Sherborne and at Fontmell. At Sherborne the plots have been in existence for many years, and are very well kept. If it be the fact that some of the excellency is due to the exertion of parents, it is so far satisfactory, as showing that in this, at any rate, the parents' interest has been aroused.

The Fontmell Gardens promise to be a success, owing to the liberality of the Squire and the enthusiasm of the Master.

Exeter and Barnstaple Districts. Mr. Cowie reports that scarcely anything has been attempted in the way of teaching Agriculture or Horticulture in theory or in practice.

Plymouth District. Mr. Fisher makes no special report hereon, but I can speak with commendation of the work done at a school in the outskirts of Plymouth; here as elsewhere I notice that gardening finds most favour in a suburban district.

Taunton District. In West Somerset I have come across very little in the way of Gardening, but I fancy that in some places good work is done, but rather under the head of Naturkunde than of actual gardening; the master takes the boys into his own garden and discusses the processes of Nature and cultivation going on therein.

It cannot be said that so far as we have gone the principles underlying the cottage garden idea have taken much hold upon this rural division, owing to the *vis inertiæ*, the sense of defective qualification, and a disinclination to foster any premature specialisation. Still I believe in the principle to such an extent that I look for the time when the garden and its surroundings, its croppings and produce, will be found to be not only the natural, but also a very adequate basis for the whole of rural education

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Organisation and Method.

Mr. Mostyn Pryce observes on the undue use of monitors for teaching Reading, but on the whole he considers methods have improved in both Reading and Writing; he dwells on the absurdity of teaching different styles of writing in the Upper and Lower Departments.

Mr. Mostyn Pryce on reading, writing, and preparation of lessons.

I quote the following words from his report, as they deal with a most important point of method:—

"In the matter of adequate preparation for the oral lessons there is a good deal of apparent difficulty, except in the better organised town schools. A few short notes could easily be jotted down, yet this daily preparation is very much overlooked. Old note-books of several years back are served up again and again. Sometimes notes are mere transcriptions of printed ones; while many head teachers think that their experience is sufficient to justify the omission of all preparation."

Mr. Curry complains that the methods of instruction in Reading are merely exercises in elocution, and not a means for developing intelligence, and hence that many children leave school unable to read a book with any profit. He looks forward to an improvement under the new system, preparation by private reading, followed by examination.

Mr. Curry.

Mr. Wilkinson dwells also on the necessity of private study, and thinks that the main improvement under the new system will be seen in the "class" subjects.

Mr. Wilkinson.

In my own district the principal remarks I have to make on organisation are as follows:—

1. The work of the schoo's internally, and also in relation to one another, would be largely facilitated were managers to take advantage more generally of their power to close their educational year at the most convenient date, without regard to their financial year. The most convenient date is obviously in the spring, say at the end of the Lent term, before the influx of the spring draft of babies. If this were universally established (and I can see no reason why it should not be made a rule) two very great benefits would accrue; infant schools would not be crowded to excess during the hot summer months by a mass of little creatures for whom there is neither room nor staff; and children transferred from one school to another would find their new work at about the same point of progress as in that which they left, and would not be put on one side to await the beginning of the new school year, as is now too often the case.

Need for a common school year for teaching purposes.

2. In the internal organisation there is still far too little attention paid in the small rural schools to the scientific arrangement of the Time Table; this generally provides for a needless number of classes, and is often arranged as if a separate class-room and teacher were available for each class. A common experience in a visit under Art. 84 (b.) is that we spend the first three-quarters of an hour in comparative silence, the children engaged at arithmetic, the upper part from cards, the lower from the blackboard, while the teacher strolls round the back of the desks and comments on individual work in an undertone. Ten minutes' recess occurs, and the scene is changed. A story is hurriedly read to the first class; the third and fourth are grouped for reading under the actual superintendence of the teacher,

More attention required to framing of Time Tables.

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who is also engaged in giving out dictation to the second class; while the fifth drone out some reading to an elder girl, whose work is also nominally under superintendence. A variation on this is to be found at times, when the teacher hears one class read, while she gives out dictation out of two separate books to two neighbouring classes.

To some minds this juggler's trick of keeping half-a-dozen plates spinning together is a subject for admiration; to me it is intensely pitiable, and I have done my best to stop it. If the teacher would re-cast these five groups into three, classify her lessons into silent and oral, and then so construct her Time Table that two classes shall be learning or doing something silently, while the third is being taught, the work would be less burdensome and more fruitful.

Methods in reading. In the matter of method in reading my experience differs somewhat from that of Mr. Curry. Elocution, properly speaking, receives comparatively little attention (unless the mastering of ordinary mechanical difficulties can be brought under that head), while time is wasted by too much exposition. As I have said above, the reading of Somersetshire boys contrasts very unfavourably with that of the girls, and they need much instruction in lip and throat work.

In writing. In writing, the difficulty of style is an acute one; it is not often that I express a decided wish for a change, and only where the style is tending to illegibility; but there has been a good deal of chopping about, under the solicitation of publishers' travellers; and time is thus wasted. The position of body and hand very seldom receives sufficient attention. It is desirable, I think, to encourage the introduction of real cursive writing in the upper classes, as many scholars now leave school unable to write fast enough to take the notes which are the essential of their further education.

In arithmetic. The same remark as to the need of more rapid work applies to Arithmetic. I have already quoted Mr. Curry's remark on the failure to apply Mental Arithmetic to the ordinary work of summing; and for the most part I fear that diffuseness of method comes in for but little correction; time is further wasted in writing out needless matter, and in copying into the "tidy-book"; and thus, while the record-books give as good results as ever, the actual power of calculation has considerably diminished. At Bridgwater St. John's N.S. I found an excellent method in use for encouraging speed, sums being occasionally given out to be worked in a stated small number of seconds; a method which is incidentally useful in determining the personal equations of the individual scholars.

Method in geography and history. The capital mistake in the class subjects is that which is the subject of such constant animadversion here and everywhere, that they are not used to cultivate private reading among the elder scholars, and the power of assimilation independently of a teacher. History, for instance, is lost in a Reading Lesson; whereas it should be got up by the upper classes by the silent perusal of Third Standard Readers; these could be read with facility, while the matter would be of quite sufficient educational value for these scholars; for, after all, we must never forget that the Nestors of our elementary schools are but the little boys of our great public schools.

Lack of preparation of lessons. Undoubtedly the main defect of method is that on which Mr. Mostyn Pryce has laid his finger—the want of preparation of the lessons. This remark applies to all the work, and not only to the

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"class" subjects proper. It would conduce to better work if the teacher cast an eye over the reading lesson and noted points for exposition; on the sums, with a view to the preparatory mental arithmetic; on the dictation exercise, to make sure that it sinned neither in excess or defect. The latter fault is not uncommon; upper class children have at times exhibited exercises to me barely suitable for the old second standard. Still more does it apply to the "class work." A good deal of the failure in this respect is attributable to the overweening attention to neatness in the form and writing of notes of lessons, which has been handed down from the training colleges. I havesome difficulty in explaining that the notes should not be in queen's levée uniform, but in working khaki.

Drawing.

My colleagues have supplied me with some statements on this subject, which amount to this, that from their point of view, necessarily a somewhat general one, the work is neither better nor worse than heretofore. A report made by Mr. Geffcken, Sub-Inspector for Drawing for this Division, goes more into detail, and gives the criticisms of an expert thereon. I may notice here a remark made by Mr. Streatfeild, as it is rather of general than of special application, that the special visits of the Drawing Inspector would probably be of more lasting value if they could take the form of model lessons and demonstrations than of inspection of work done, materials and apparatus; but it is questionable whether under present arrangements there is time for both.

Mr. Geffcken reports that:—

Report by Mr. Geffcken, Sub-Inspector for Drawing.

"Following on the changes of 1898, a good many reckless experiments were made, the evil effects of which are still noticeable. Black Board Demonstration in many schools sins in defect, and in others in excess. I would make very sparing use of the 'small copy' substitute. Free-hand work lacks boldness and freedom, notably in schools where upright writing is taught: at the same time, cleanliness and finish must not be lost sight of, as is too often the case. There is a good deal of want of method in the graduation of the work and teaching in this subject. 'Recreative' drawing must not be allowed to take the place of regular work.

"Model Drawing is very weak throughout the Division. Drawing to scale is satisfactory, so far as it goes, but is seldom used practically; the scale used should always be constructed and shown. Ruler work is generally satisfactory, and geometry fairly so, though more attention to method and graduation in system is desirable.

"Standards I. and II. now draw on paper much more than heretofore, which is a step in the right direction. The routine should be varied somewhat; freehand should be sometimes given before ruler work, instead of after it. Work should sometimes be dictated, and occasionally required to be done from memory.

"Records and Syllabus of Drawing are by no means always kept.

Equipment.

"Equipment is too often very poor—desks and seats very unsatisfactory, shaky, and badly placed as to light. A general lack of proper examples and instruments is very common, but I am glad to say that this is being remedied.

"The Dorset parts of the Sherborne and Bournemouth Districts are by far the best equipped. A few parts of Somerset, and, as a rule, the large town schools throughout the Division are well supplied; but the Somerset, Devon, and Cornwall rural schools, as well as some of the urban schools, are far from being efficiently equipped.

Method.

"In small schools, with one teacher taking Drawing and Needlework, I often find both taken at one time, with the result that one, or both, suffer.

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A far better plan is to give the girls writing, composition, sums, &c., while the boys take drawing, and let the boys take these subjects when the girls do needlework.

"Teachers often fail, not because they do not work (and work hard), but because of bad generalship.

"Much time is lost by want of order and neatness. I seldom find the work of the Standards kept separate, and often the books in use and those long since finished are tumbled together anyhow.

"There is a tendency to teach the subjects in turn and not concurrently. This way of teaching is very objectionable, and when it is done in schools where the upper Standards are grouped, often leads to one subject being entirely neglected.

Infants drawing.

"*Infants' Drawing.*—I have also inspected this work in the Exeter, Barnstaple, and Truro Districts, and have generally found it weak. There is very little method to be found. A scheme should always be carefully thought out and drawn up; it should be arranged to prepare the infants for the work of the next department. This is seldom done, and drawing goes on in a happy-go-lucky way; too difficult and quite inappropriate work is attempted and 'pencil pushing' is rampant. When, however, the work is taken in hand with care and method, and squared paper has taken the place of that abomination, the squared slate, the results are highly creditable, and also have an excellent effect on the work in the department for older schools."

Reports of Sub-Inspector for Drawing forwarded to schools.

It has been found desirable in this Division that the Sub-Inspector for Drawing should forward to the District Inspector a detailed report on every school he visits; and in nearly all cases I find that the District Inspector forwards it to the managers of the school, to save misunderstandings. Mr. Geffcken reports that where this is done, he has generally found a marked improvement on a second visit; where it is not done, the first visit has produced no beneficial effect.

Model drawing.

With respect to Model Drawing, I can entirely corroborate Mr. Geffcken's remarks. Far too little attention is paid to the necessity of every scholar having a fair view of the model. At times I have found the boys in desks three and four deep, the boys at the back jumping up from time to time to get a view over the heads of their comrades. Again, sufficient attention is not paid to the boys drawing what they actually see; in more than one instance I have found an exercise handed up which was done entirely from memory of the same model taken from another point of view. This is a fault which is undiscoverable after the boys have left their places, and which, therefore, demands much personal attention. In connection with this, I heard a story from a teacher of very high ability in this branch, that at the official examination, finding himself placed in a relation to the model which he thought unsatisfactory, he drew it from a totally different and imaginary point of view, and passed with flying colours!

Bath District.

Mr. Curry, who boasts the luxury of a Sub-Inspector specially trained in the Science and Art Department, favours me with the following remarks on Drawing:—

"Since I last had to write a report on the district a change has been made in the manner in which drawing is inspected. I do not think the work has suffered from the change. Speaking generally, progress in drawing is well maintained, and its educational value is becoming more appreciated. In the few cases where the results are disappointing, failure is chiefly due to the fact that the teachers are unable to foster and maintain the habits of careful observation, of thoroughness and attention to details which the subject requires. The use of freehand copies introducing principles of elementary design in the upper standards is having good

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results. We find it a good plan to encourage the children, even in the lower standards, to make drawings from surrounding objects, and to urge them occasionally to draw from memory and imagination. We notice that the creative faculty is often more prominent in the younger than in the older scholars."

NEEDLEWORK.

Bournemouth District.

In the matter of needlework, Mr. Mostyn Pryce attributes a great improvement in method to the operation of visits without notice, under Art. 84 (b). Collective teaching by demonstration lessons has largely superseded the individual teaching, and most schools are now well equipped with diagrams and sheets. Mr. Gordon also gives a satisfactory account on this subject. Mr. Fisher is also satisfied. Mr. Streatfeild reports less favourably, and

"laments that the needlework is so seldom made really practical. It is the exception to find work brought from home to school, and the elder girls, even when capable needlewomen, are rarely employed at home."

Taunton District.

My own experience, so far as it goes, is not very favourable. The time allotted to it has been more and more restricted, until in some places the teachers offer only a nominal two hours a week, while modern methods for shortening the instruction have not been adopted. Moreover there is too much evidence that the fundamental instruction in hemming and seaming is slurred over, and any blundering in manipulation overlooked so long as the completed stitches are passable. A common fault incidental to this sort of negligence is the absence of thimbles; in one girls' school the young ones were reported to have struck against thimbles on the ground that they had not been required in the infant school. In the more populous places the existence of collective lessons is somewhat better known, but I have been shocked at the pupil teachers' confession in a school of some 200 children that they had never even heard of a demonstration lesson. I fear we shall not be able to keep up a really good standard in this subject without more local help and interest. Time was when the ladies made the lives of some of us rather a burden by their complaints of official negligence on this subject; but they seem, like unthrifty soldiers, to have fired away all their ammunition at the beginning of the action: at any rate, *autre temps, autres mœurs.*

Need of outside interest in needlework.

COOKERY.

Bournemouth District.

Mr. Mostyn Pryce reports that there are two centres for Cookery instruction in Bournemouth and Poole. It has not been found possible to grade the instruction satisfactorily, very few girls remaining for a second year. But—

"On the whole these cookery classes are probably something more than a mere pastime; rather more than half of the scholars seem to practise cooking at home."

He also states that Cookery is taught in two rural schools by the school teachers. Unfortunately, the more useful and economical dishes are by no means so popular as cakes and pastry.

In my own district of West Somerset there are several useful cookery schools, notably at Weston and at Wellington. The instruction by a special teacher is obviously far preferable to that by a member of the school staff, especially if she be the head teacher, whose time is far too valuable to be thus monopolised by a small class. The com-

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bination of practical cookery with the theories of domestic economy seemed to me to be well carried out at the Wellington classes under Miss Walrond. I hope the time has come for the disappearance of the last named subject, one-half of which should be relegated to cookery and the other to needlework.

Laundry. Laundry classes exist at Weston, but I have no report of any elsewhere.

Lacemaking. Mr. Cowie reports the establishment of lace-making classes at Honiton and Beer, "and it is to be hoped they will do something to aid the revival of this noted local industry."

Music.

The musical capacity in Western schools is not their strongest point. There is a fair sprinkling of careful work, especially in the towns, but neither voice nor ear is up to the average, as I know it. The following remarks of Mr. England, Sub-Inspector, are quoted by Mr. Wilkinson, and may be taken as fairly applicable to the Division:—

"During the last few years there has been an increase in the number of schools in which singing by note has been taught, but there has not been a proportionate improvement in the singing; the voices remain *raucous*, and the pitch drops, until a new key-note becomes an absolute necessity."

No doubt more voice-training is needed, in addition to rope-ladder work on the modulator. Mr. England recommends a form of ear training, to which he gives the name of Constructive Music, and which consists of naming and writing down each sound in some well-known tune. I have tried it myself with "God Save the Queen," but I cannot say much for the result.

Physical exercises. Mr. Fisher says:—

"Physical exercises are certainly receiving more attention; the Bodmin Board has even built a drill hall and furnished it as a gymnasium. I am glad also to note the Plymouth Regent Street Higher Grade Boys Board School has a flourishing sports club, a very desirable means of stimulating *esprit de corps*, as common in secondary as new in elementary schools."

In my own district I observe that a football is a very common part of school furniture. Cricket apparatus is far less common, but I do not gather that adult cricket is carried on to any great extent in the villages. Military movements, extension exercises, dumbbell drill and such-like are to be seen in the more populous places, and the rural teachers, on the whole, do their best to carry out the intentions of the Code. The tendency to follow a book rather than to understand the *rationale* of the exercises and carry them out intelligently, is not peculiar to this branch of education.

General View of the work of the Division. I have now completed the survey of the condition of Elementary Education in this Division upon the materials before me. I have not scrupled to state the adverse criticisms of my colleagues and myself where they appeared to be needed; and it is only fair, on the other hand, to express my appreciation of the work that has been done

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Upon the nature and extent of the influence of the Board of Education through H.M. Inspectors it is not my business nor my intention to make any detailed observations. But in the only "circuit" that I have been able to hold, I have been struck with the hard work going on in every direction, and with the keen interest generally displayed by my colleagues of all ranks in the practical application of the ideas of the day to the schools under their jurisdiction. Whether the amount of travelling imposed on them by the new regulations and by the growth of continuation schools could not be lessened by some re-adjustment of boundaries, based rather upon the system of railways than upon Poor Law Divisions, is a matter for serious but separate consideration. The relations between managers and teachers on one side, and the inspectorate on the other, to which Mr. Gordon desires to give his personal testimony, are very satisfactory, though so far as managers are concerned, they are a good deal crippled by the operation of Art. 84 (b). Inspectors' and Chief Inspector's visits.

As regards myself, I can safely say that I have learnt far more by my visits to my colleagues than I was able to impart, and I am inclined to think that a circular tour of this description should be made an essential part of the training of every young Inspector after leaving his training ground and before taking an independent charge.

Next, as to the schools. The Teachers are an industrious and conscientious class. The registration is invariably honest, and, with few exceptions, careful and trustworthy. The methods and organisation at times need entire revision to adapt them to new ideas; and yet in these cases it is often better to leave "pretty well" alone. New ideas percolate slowly, and there is a good deal of clay in Wessex. However, if there are points of deficiency, there is also much good work done which does not admit of catalogue and report. The children are clean, well fed, and tidy in all the rural parts, though there are town slums. They are somewhat slow of thought and a trifle lazy, but teachable and painstaking, and always ready for a laugh. Teachers.

Lastly, as to the general educational condition of the Division, I should describe it as forging slowly ahead, rather under the influence of a "tide that moving seems asleep" than under actual stress of steam, or even of canvas. It is interesting to watch each little vessel, with its freight of young souls, gradually waking up to the influence of the stream, bringing her head round to the new direction, and finally yielding slowly to the impulse of the new current. But at the rate at which the world is going it is a question whether we can trust to drifting alone. A real motive power is needed, and that must be, and can only be, given through the Teachers. Educational condition.

It is, therefore, interesting to see what has been already done in the Division for improving them as a class.

Pupil Teachers.

Mr. Mostyn Pryce reports:—

"The Bournemouth P. T. centre has been in full working order since November, 1898, and has done most successful work under its first Principal; seventy-seven students, including teachers under Art. 68, were on the books up to December, 1899, and the numbers increasing. If special premises were built by the Bournemouth Voluntary Schools Association, it would place the centre on a better and more permanent basis. The centre is supported by the fee of £3 per student, and half the grant under Bournemouth District.

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Art. 102. The papers worked by the students at the Government Examination showed a generally higher and more uniform level of attainments than are found elsewhere. But so long as the finances of the centre are unassured, there is a temptation to manufacture a supply of students for its support, and this has actually occurred. The depletion of the school staff too is a difficulty, on afternoons when all the junior staff are absent at the centre together."

Bath District.

Some improvement in organisation is evidently needed to meet this this difficulty, on the type of the system described by Mr. Curry. He says:—

"The pupil teachers of the district are, I consider, making very satisfactory progress. Day classes for their instruction have been for some time at work both at Swindon and Bath, and are meeting with considerable success. In West Wilts there has been for some years a Pupil Teachers' Improvement Association, mainly for the benefit of the pupil teachers in remote country schools. Lately it has been felt that more should be done for these country pupil teachers, and day classes for them have been recently formed at Trowbridge. All pupil teachers and candidates attend the classes on Saturday mornings, and on one other morning during the week. The candidates attend on Monday; the first year on Tuesday, the second year on Wednesday, scholarship candidates on Thursday, and on Friday the Mistress spends the day at Warminster, giving instruction to pupil teachers in the neighbourhood, as the trains do not suit for them to come to Trowbridge. After the Centre has become established, I hope it will be found possible for the pupil teachers, especially those in the second year and those preparing for scholarship examinations, to spend a whole day at the Centre. The fee charged is four guineas a year for pupil teachers, and three guineas for the candidates, and the Committee agree to pay at least half the railway expenses of each pupil teacher and candidate to and from the centre. At present there are a few pupil teachers in remote schools who find it impossible to attend this class, but I hope soon that arrangements may be made for bringing in even those."

Mr. Cowie reports:—

Exeter and Barnstaple District.

"About one-half of the pupil teachers are taught in the Exeter Central classes. These have one afternoon at the class, besides their evening lessons on other days. There is also a small centre at Barnstaple, conducted by the head teachers of the schools in the town. There appears to be a falling off of the quality of the candidates for pupil-teacherships, some of the girls presented knowing nothing of geography and history. It is to be hoped that the more liberal curriculum of the Code of 1900 will do something to remedy this."

Taunton District.

In the West Somerset District there are no pupil teacher centres strictly speaking, although there are two or three local associations of teachers who pool their pupil teachers and their instruction. This arrangement has its conveniences for the teachers, but does not, in my opinion conduce much to the benefit of the pupil teachers. If anything, it affects unfavourably the small residuum of instruction left to the school teacher. There are also Saturday classes in mathematics, science, and drawing at Taunton, Wells, and Yeovil (to which Bridgwater and Weston-super-Mare have been added during the now current year). These are supported by the County Education Committee, and instructed by teachers approved by the Director of Technical Education. In the science classes it is to be noted that laboratory work is made compulsory. An excellent scheme has been devised for paying fees and travelling expenses of pupil teachers from Church schools out of the Diocesan Aid Grant, but difficulties arise not so much on financial grounds, as from the very defective local railway accommodation.

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Effect of reduced hours of pupil teachers' employment.

The fact that the new regulations as to the employment and instruction of pupil teachers are incompatible with their full use on the staff of rural schools is beginning to make itself felt. Ordinary school managers, both Voluntary and under Boards, are beginning to be alive to the fact that their business is to keep schools, and not junior training colleges. Thus the much-abused "Art. 68'ers" are coming more and more into prominence. I notice with pleasure that Mr. Mostyn Pryce mentions them specially among those who use the Bournemouth Central School, and this I apprehend is the consummation to which we ought to look. So far as country schools are concerned the introduction of this class of teachers has been, in my opinion, something of an advance, enabling managers to utilise local skill of a certain sort, and setting the current against the use of immature material. It should, however, be made very clear to these teachers under Article 68 that they personally acquire no status thereunder, but are simply licensed by the Inspector for a special purpose. I have had occasion to point this out to candidates who have presented themselves for recognition in some small rural school, with a view to transferring themselves immediately as approved teachers to a school of greater numbers.

Teachers under Article 68.

Summer classes in Somerset and Wilts.

In my own district of West Somerset valuable assistance is given by the County Council through the summer classes, held at Weston super-Mare during August. They are intended to bear specially on the continuation school work; but they cannot but be of value for more general training. The subjects taken are agriculture, experimental science, drawing, clay-modelling, wood-carving, and dress-cutting. A similar institution exists in Wiltshire, of which Mr. Curry gives the very favourable report which I have already quoted.

Possibility of recognising some schools as training schools in method.

Another step might be taken for the improvement of teachers in method and organisation which I fancy would be of some effect. We already make a distinction between principals as licensed or not licensed, for the instruction of pupil teachers; why should we not go a step further, and encourage the ablest of them to undertake officially the training of assistants, certificated or otherwise, in method and organisation? The principal approved for this purpose would be one who could show that he enforced on his assistants the habit of preparation, that he gave personal superintendence to their work in class, and that he was equally successful in practice as well versed in the theory of education. The approval of the District Inspectors might be controlled to some extent by occasional visits from the Inspectors of Training Colleges, and some honorarium might be given to the Head Teacher for every assistant who received a favourable report on the result of his or her year's training.

This idea has not exactly the merit of novelty. I suppose we have all of us recommended teachers to pay visits to other schools for the purpose of instruction in these points, as described by Mr. Milman on p. 255 of last year's Report; but our recommendations are not of much avail against the natural shyness to ask a favour of a strange teacher. I would venture to add an expression of my own personal opinion that the first year at least of every Certificated Teacher's career should be spent by him or her as Assistant; the difficulty of keeping up the Junior staff would then be considerably lessened, and even in schools not licensed, as above suggested, a good deal of the rawness of the newly-passed teacher would be dissipated.

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Continuation Schools.

Bournemouth District. Mr. Mostyn Pryce reports that the number of the continuation schools is still on the increase—he had eighty-six on his list for 1899-1900, taking a very large variety of subjects. He thinks that physiology, with its surgical diagrams and necessarily rather delicate treatment, is scarcely a subject for rustic boys, and that botany might profitably change places from the town to the country (I am not sure that I agree entirely on this last point), otherwise he considers that the subjects have been adapted to the needs of the scholars. Physical exercises and drill, with music, have been very popular at Weymouth; wood-carving, carpentry, and basket-making have proved attractive elsewhere. He states that while the rules of the Dorset County Council have, up to 1900, been somewhat more encouraging to the continuation schools than those of the Hants authority, the fact that these schools continue so flourishing, and that so much has been done, especially in Dorset, to provide each village with a continuation class, is entirely due to the liberality of the County Councils; but he expresses his fear that the new rules for the coming season will not work equally well. He finds reason to complain of the active and passive discouragement of evening classes by School Boards, and as to Article 8 of the Continuation Schools Code, prohibiting the registration of younger scholars not in possession of labour certificates, he points out that of this class, boys for whom above all the evening school is needed, mostly fail in their attempt to pass their standard as a sort of entrance examination to the evening school, and are thus cut off from its benefits. (Logically, they should then be remitted back to the day school; but practically this rarely occurs.)

Sherborne District. Mr. Gordon reports that he and his sub-inspector have visited ninety-nine continuation schools in the period, and very justly complains of the addition to his labours thereby involved.

"A glance at the subjects taught reveals the fact that many of the more advanced of them are still out of reach of the majority, the purely elementary work having been mostly discarded; thus the number of departments taking reading and writing was only four; writing and composition, five; arithmetic, ten. Geography was taught in fifty-five departments, commercial geography in sixteen, commercial arithmetic in fifty-one, drawing in forty-seven, mensuration in twenty-two, vocal music in eighteen, needlework in thirty-one, domestic economy in sixteen, and wood-carving in twenty-four (sixteen other subjects are taken here and there). This is a great advance upon the work of the three previous years, as the number of students has continued to grow, and the schools have become continuation schools in reality; the result must be considered eminently satisfactory. Many lads now go into the evening school straight from the day school, and a raising of the standard of work is apparent everywhere. The attendance is in most cases very regular, the return of the school fees and the award of a certificate by the Central Authorities having had a very good effect."

Bath District. Mr. Curry reports that his 130 continuation schools are doing good and valuable work, but he states that the attendance in Bath contrasts very unfavourably with that of the remainder of the district.

"Arithmetic is the most popular subject, but it is not always suitably taught, owing to the inability of some teachers to shake off their day school methods. Shorthand and book-keeping are declining in popularity in the country schools, showing that more discrimination is being shown in the choice of subjects."

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The regular falling off of attendance after a few weeks he attributes in part to the insufficient attention paid to the comfort of the scholars, who are often kept waiting in cold and darkness.

Exeter District.

Mr. Cowie reports 125 continuation schools in his district, nearly all, except in Exeter, aided by the County Councils. One encouraging feature is the large and increasing number of scholars who attend year after year. In his opinion one visit is generally sufficient for the adequate inspection of the School, unless there are a large number of subjects, or where the first visit reveals an unsatisfactory state of things.

Newton Abbot District.

Mr. Wilkinson gives the number of his continuation schools as 66. He thinks that the number might be increased but for the tendency of head teachers in the day school to monopolise the instruction to the exclusion of capable assistants to whom the small remuneration would be of more value. (I may say that I agree with this criticism, not only on the ground mentioned, but because the work needs all the physical energy of youth.) He also notices that the elementary subjects, though still in many cases the most needed, have almost entirely dropped out, only seven schools taking one or other of them, owing to the disability laid on the County Council to make grants on that account. The "English" subjects have also for the same reason almost entirely dropped out. The large majority take one or more of the so-called commercial subjects. Mr. Wilkinson regrets that the number of cookery classes is still only nine. A laundry class, doing good work at Totnes, has been closed for want of a teacher, a deficiency which, he thinks, might have been made good by the School Board.

He reports that—

"in some of the schools the teaching is able and intelligent, the scholars interested in their studies, and the discipline admirable. Such schools, however, are not the rule, nor can they be under present conditions; they receive no encouragement from their Boards and voluntary school managers, and the teachers have to take the entire financial risk on their own shoulders."

(By this I understand the risk that the numbers should drop below the County Council limits, owing to unattractiveness, and thus the work so far done by the teachers entirely thrown away.) The schools are also hampered by the rules of the County Council forbidding work to be continued for more than a certain number of hours, and by the limit of numbers. Thus—

"the teaching of many a subject is dropped as soon as it has been taught the minimum fifteen hours."

In Mr. Wilkinson's opinion it is absolutely necessary to abolish the 17*s.* 6*d.* limit, and pay by block grants.

Plymouth District.

Mr. Fisher presents me with a very valuable and detailed report on his Continuation Schools, 131 in number, forty-eight town schools and eighty-three in the country. The subjects taken in the town schools are principally arithmetic (thirty-nine schools), reading and writing, or writing and composition (forty-seven), but in addition to these almost the entire curriculum is covered in one town school or another, with the exception of physiography, elementary physics and chemistry, and agriculture. In the country schools arithmetic occurs in forty-five, one of the writing subjects in forty-eight, mensuration in thirty-four. The subjects omitted in all country schools are recitation, English language, French, Euclid, mechanics, magnetism, and com-

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mercial correspondence. Under physiography appears one school, under elementary physics and agriculture two. The number of subjects taken ranges, in the town schools, from two to twelve; in the country schools, from two to six; but about half the town schools and two-thirds of the country schools are contented with three or four.

He says further:—

"It is to be noted that the elementary subjects are much more often taken both in town and country schools than any other except mensuration, which is largely taken in the latter.

"Commercial arithmetic and commercial geography are taken in country schools with an eye to the County Council grant.

"It is a curious phenomenon that agriculture, presumably introduced into the Code for the country schools, is taken by two only out of eighty-three, and that horticulture is not taken at all.

"There is no fact which shows more clearly that our course of training and examination has not provided us with teachers specially fitted to deal with a country, as distinct from a town population.

"From the civic point of view it is sad to see that 'The Life and Duties of a Citizen' has received so little attention. The Plymouth Board for some time organised lectures on the subject, which in the preceding session reached a considerable number of scholars, but it has now been dropped. Nowhere in the district has it received attention in the past session. Apparently the average teacher is not qualified to teach it, or he feels that it is unattractive.

"In the report of the Plymouth Board as to the ages of the scholars registered in the evening schools in the borough organised by the Board I find the following:—

——	Under 13.	13 to 15	15 to 17.	17 to 19.	19 to 21.	Over 21.	Total.
Year ending at 30 April, 1900	25	319	309	131	78	179	1,041
Previous year	105	476	603	219	100	175	1,678

The only difference in the educational circumstances of the two years has been the imposition of a small fee this year, with a view to securing *bonâ fide* scholars.

"The point that strikes one most in these figures, and in my experience of evening schools generally, is the enormous waste of labour on the part of the teachers.

"They teach—almost without exception—most industriously and carefully, but the irregular attendance minimises the results of their efforts. The Plymouth Board has spared no pains or expense to make their schools a success, but the record is not as satisfactory as it should be. The country Evening Schools depend largely on the grants made by the County Councils, and if they had merely the grants of the Board of Education a large number would undoubtedly flicker out.

"In Devonshire the Technical Instruction Committees of the County Council guarantee to the teachers of the Evening Schools under their

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scheme a minimum of 3*s.* an hour, so that when the Government grant fails (as it usually does) to reach this amount, the Council makes it up. In the part of Devon within my district twenty-five departments have been worked under this scheme, and in six of them I am glad to note that wood carving has been taught. For this subject the Council supplies tools and models. I wish that this art were more often taught. When the rudiments have been mastered it can be practised at home, and would help many a winter evening to pass pleasantly.

"Mr. Moyle, the Examiner and Inspector of the Committee states (and I fully agree with him) that continuity should be the guiding principle of these schools. By this is meant that the school should provide a continuous and permanent curriculum and that the scholars should persist in their attendance year by year, mastering first one step and then the next, until subject after subject has been acquired. Too often a subject is taken up one year and dropped the next, and as a rule the schemes of instruction seem to be drawn up merely with a few to tiding over the current session, a 'hand-to-mouth' policy which does not lead to enduring results.

"But the weak point is just the want of persistent attendance; and Mr. Moyle's report states that it is very doubtful whether a large proportion of the scholars continue to attend year after year without intermission. Statistics on this point would undoubtedly be valuable. Mr. Moyle also says that the school ought not theoretically to be burdened with scholars who, through ignorance of the three elementary subjects, cannot possibly benefit by much of the instruction given, and who finally leave, discomfited and irritated by their failure, sometimes after hindering and demoralising the other scholars. If this be the case of these unfortunates I agree, but I should be sorry if well-meaning adults, however ignorant, should not be admitted and continue as members of these schools.

"Mr. Moyle also says, what I have already said, before seeing his report, as to agriculture and horticulture, that these subjects are taught either not at all or seldom, because few of the teachers are qualified to give instruction in them.

"I am sorry to say that I have been unable to obtain the report of the Technical Instruction Committee of the County of Cornwall, as it is not yet out of the hands of the printer. Mr. Gill, the Organising Secretary, tells me that the schools are largely managed in his county by local committees, and that the remuneration of the teachers is largely left in their hands. The number of Schools in the Cornish part of my district so receiving assistance is forty-four. In nearly every case grants are also made by the Board of Education.

"My own experience of Evening Schools is now considerable, as I have personally visited a large number since I took charge of the district. I cannot say I find a strong note of 'continuation.'

"Scholars who attend both Day and Evening Schools are frequent. In the 'Three Towns' there are Evening Schools, where almost, if not quite, all the scholars attend the Day Schools as well, and there is a considerable sprinkling of young scholars who, after a break more or less long in their education, come to Evening Schools to make up lost ground, or to take some new subject, such as shorthand. There are also adults who, in many cases, are almost beginning over again the work they did at school long ago. But I do not find sufficiently often the scholar who goes to the evening schools as soon as he leaves the day school. In many cases, as the evening school lasts for six months only, he is unable to do so. In the case of the country evening schools there are many difficulties, chief amongst which is the precarious attendance. A band of hope meeting, a special service at church or chapel, a dancing class, a concert, anything, in short, that breaks the monotony of village life, distracts the scholar and ruins the attendance. The average scholar probably argues that he can

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go to school at any time; but that the other distractions must be taken as they come. They, and the school alike, serve to pass the time. Consequently, the educational results of these schools are by no means commensurate with the efforts of the teachers and the organising committees. Bad weather is also a great hindrance, but I know of one school where quarrymen travel miles across the moor to get to it, and think little of rain or fog or bad roads. My impression, on the whole, is that the directly educational results of these country schools is not very great in the way of acquired knowledges, but I should be sorry to see them disappear. They have decided moral and social results, and on the whole tend to the making of better citizens, so that what they do is worth doing."

Truro District. Mr. Streatfeild reporting for the remainder of Cornwall describes the evening schools as constant in number and evenly spread over the country. He complains of the falling off of attendance and interest as the session advances; he, like Mr. Wilkinson, objects to the 17*s.* 6*d.* limit as tending to arrest the work of the teachers, and shutting out the more eager scholars by favouring the early closing; and he would recommend a block grant. He considers that subjects are as a rule as well and carefully chosen as may be where there is so much difference in the ages of the scholars; were it possible he would advocate separate classes for juveniles and adults.

With these opinions of my colleagues I agree in the main. I have given them at some length, not so much for the pecuniary importance of the question involved—indeed the whole grant in Mr. Fisher's district under this head does not amount to that earned by three large London Board Schools– as for the value of the conclusions which may be drawn from them. Let us take the facts of the case broadly. Here is a considerable body of young men and maidens, brought together, the larger part of them to make up for absolute or partial neglect of previous education, some to repair damages, a few to carry their education further; discount these by taking off those who come mainly to seek for fun or warmth; and there must still remain a large number who begin the session with good intentions. To meet them, you have a body of teachers, as to whose general goodwill and industry there is abundant testimony. Funds are forthcoming, if not ample, at least sufficient. And yet the evidence is clear that the teaching fails to take such a hold upon the bulk of them as to strengthen their good resolutions into good habits, and to ensure their continuity of attendance by interesting them in their work. I forget who it was who said:—"Give me only an audience; it shall be my fault if I do not keep them;" but it can scarcely have been an evening school teacher. Where, then, does the defect lie? Clearly, both on the probabilities and on the actual evidence, in the want of adaptation of the instruction to its purpose. Some of the reasons for this are apparent in the foregoing pages. Teachers are too often obliged to treat, if not the three above-mentioned classes, at any rate the second and third, as one, and adults and adolescents are mixed together; again the operation of the County Education Committees, as limited by the prohibition to apply their funds to elementary education, has tended to force the work into a higher plane than that of the ordinary teacher and ordinary student, both in the aided and non-aided schools. It is also suggested, and I think with reason, that the instruction is too entirely in the hands of those who do not bring to it the freshness and adaptability of youth. But the *vera causa* seems to me to be stated by Mr. Curry in his complaint that the teachers have not shaken off their day-school ideas sufficiently. If I may amplify his remark a little, they seem too often to apply not

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only elementary methods to what in one sense is secondary work, but secondary methods to primary work, and I fear I must add in both cases imperfectly, owing to the nature of the material with which they have to deal, and to some excusable ignorance as to the nature and methods of secondary education. Thus there is a great deal of grinding at sums, step by step, schoolboy fashion; while I have heard geography, history, and science lessons of the most rudimentary character delivered in the form of lectures, and one sentence thereof laboriously copied from the black board into the exercise books, to represent the "note-taking" of the secondary school. At the same time, the essential characteristics of secondary work, the independent preparation, is of necessity omitted.

Further, the lantern slide business needs revision; I once spent a weary half hour watching a succession of pictures of public buildings in Victoria; "this is St. John's," "that the Custom-house," "this is the main street," &c., without a word of commentary to interest the students in the fact that this was not Bristol or Exeter that they were looking at, not the result of fifteen centuries of corporate life, but a place where, a century ago, the houseless savage wandered.

Here, of course, I am illustrating two points of equal moment in both day and evening school teachers, viz., the deficiency of actual knowledge, and the failure to make up for it by previous preparation of the lesson, faults equally blameable in both, but more fatal to the evening school; but, apart from this, I ask myself with dismay, "On what educational principle was this box of slides made up?"

To revert to and conclude my main argument. The teachers may fairly complain of being hampered by legislation which was intended only as a financial protection, but which has turned out a real hindrance to them; they may point to the impossibility of carrying on continuation and rudimentary work together; for both these difficulties remedies should be found, but when everything possible has been done for them, it will still lie with them to keep up the numbers in their classes by providing them with interesting and stimulating instruction.

Connexion with Secondary Schools.

On the machinery for carrying scholars on from the elementary to higher schools I have the following information from Messrs. Mostyn-Pryce and Gordon:— **Step from Elementary to Secondary Schools.**

"The Dorset County Council devotes about £1,200 a year to their scholarships scheme. There are at present forty-nine junior scholars, who have proceeded to secondary from elementary schools in that county. There were awarded thirteen scholarships to boys between the ages of ten and thirteen in 1900, for which as many as seventy-three candidates competed. As far as there is information from headmasters of secondary schools, it appears, too, that a certain proportion of these pupils, especially in rural districts, come up without scholarships from the elementary schools. There are no scholarships in Dorset offered to girls, owing to the lack of public secondary schools for that sex. Both day and boarding scholarships are offered, and two-fifths of these are awarded to candidates from urban and three-fifths to those from rural districts. There are seven secondary schools in the county at which these scholarships are tenable." **County of Dorset.**

"In Hampshire the County Council awarded seven junior scholarships for boys and four for girls for the year 1900 for scholars from elementary schools, and for these sixty-nine boys and thirty-nine girls competed. **Hants.**

"The Hampshire candidates are between the age of eleven and fourteen; and in this county candidates from rural districts are also, wisely, not

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required to compete against candidates from the urban ones. In addition to this scholarship scheme, the Hants County Council offer to pay a double capitation fee at secondary schools, for boys who have been for not less than a year at public elementary schools, and who have passed Standard VI. The effect of this has been to attract about twenty boys to secondary schools during 1900, in addition to the scholars, and at a secondary school recently opened at Alresford, out of forty pupils, quite one-half have come from the elementary schools."

Mr. Curry reports :—

Wiltshire. "Good work is being done by the County Councils in offering to children from the elementary schools scholarships to be held at secondary schools. In Wiltshire, thirty scholarships are offered for competition every year, each of the value of £8, with a travelling allowance not exceeding £4, and tenable at certain recognised schools in the county. These scholarships can be renewed to deserving candidates for two, three, or perhaps four years. As the attainments of children from more favoured localities may reasonably be expected to be higher than those of children from places where the educational advantages are not so great, the thirty scholarships have been apportioned as follows : — To rural Districts fourteen, to Swindon six, and to urban districts ten. Last May 169 candidates (123 boys, 46 girls) competed for the thirty scholarships, against 128 candidates in the previous year. Of the thirty scholarships five were unawarded, there being only nine candidates from the rural Districts up to scholarship standard. No candidates entered from the rural districts of Swindon and Highworth, or from the urban districts of Devizes, Malmesbury, and Warminster."

Mr. Cowie reports :—

Devonshire. "The Devon County Council offer every year about fourteen scholarships, tenable at certain Secondary Schools in the county to children in Elementary Schools. Seven of these are Day and seven Boarding Scholarships. The value of the Day Scholarship is £10 or £15 ; of the boarding £30 per annum. Candidates must be between ten and fourteen years of age. Besides these six Agricultural Scholarships have been offered for the last two years to boys *bonâ fide* intending to be farmers. The full number of Ordinary Scholarships has been awarded every year except once, but for the Agricultural Scholarships there seems to be scarcely any demand. In Exeter also some boys and girls from elementary schools gain exhibitions each year at Heles School (boys) and the Girls' Middle School. There are cases of children passing up to Secondary Schools without scholarships, but I have no statistics of them."

Mr. Streatfeild reports :—

Cornwall. "Promotion from elementary to secondary schools is very rare indeed, and there are but few scholarships offered in this district. There is a scholarship offered by the Wesleyan College at Truro for boys attending Wesleyan Elementary Schools in the district, and a competitive examination is held, which as a rule calls forth keen competition. But usually the removal of children from elementary to secondary schools is made by parents with various objects, such as fitting their children for some particular profession, or, as they would say, finishing them off.

"The Truro Technical Schools have now offered four scholarships of 6 guineas each, one for each of their four rural divisions, open to candidates who care to enter for examinations, and also two 'studentships,' which will guarantee free admission to their general day course, for two scholars attending each of the elementary schools in the city, the awards to be made by the head master or managers. The only restriction is that the selected scholars must be qualified to enter Standard VII. of the Code. This is a novel departure, and is entirely experimental. I do not know of any entries from elementary schools except by the aid of scholarships."

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Somerset.

The *Gradus ad Parnassum* established by the Somerset County Council is as follows:—There are sixty-six junior scholarships worth on an average £20 each, and tenable for three years, open to boys from Elementary Schools; twelve intermediate scholarships of about £32, all held by previous junior scholars; and six senior scholarships of about £65 each, three of which are held by previous junior scholars. Of the sixty-six junior scholarships, six have been withheld for lack of suitable candidates. In addition to these five or six minor agricultural scholarships are offered annually, but in the year 1899-1900 only three candidates presented themselves, and they all failed.

Junior scholarships for girls are now to be instituted.

I have also to submit the following table from information kindly furnished me by the Principals of Secondary Schools in Somerset connected with the County Education Committee, showing the present condition of the relation between Primary and Secondary Schools. Although the scholars described as having passed through Elementary Schools certainly do not all belong to the Elementary School class, it is probable that the larger part of them would not have proceeded further but for the facilities now afforded them.

No. of Secondary Schools.		Total Number on Register.	Admitted from Elementary Schools.	
			Aided by Public or Private Scholarships.	Unaided.
Boys -	7	483	42	192
Girls -	3	194	10	44

I have the honour to be, etc.,

J. ARMINE WILLIS.

To the President of the
Board of Education.

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General Report *on* Schools *for the* Blind and Deaf *for the two years ended August* 31*st*, 1900.

My Lord Duke,

Two years have elapsed since the last general Report on the Schools for Blind or Deaf children was published; two years of quiet, persevering work, during which a number of children who were helpless, or secluded from the society of their fellows, have begun to exercise their faculties usefully. A still larger number, who were already under instruction, have made great advance in dexterity and in speech. Whatever disappointment may be caused by unrealised anticipations, or by the continuance of imperfection in the methods of instruction and of difficulties in bringing children to the schools which provide the special education they need, the good work that has been accomplished gives abundant reason for satisfaction and encouragement.

Defective, blind, and deaf children

For two classes of children little has been done—for those who are both blind and deaf, and for those who are mentally as well as physically defective. A few cases occur of children in a deaf or blind school gradually losing the sense of sight or hearing which they had previously possessed. Deaf children who are becoming blind, can be retained in an institution for the deaf until the failure of sight renders further instruction impossible and be then transferred to an institution for the blind; but blind children who become deaf are best retained in an institution for the blind.

For those who have never possessed either faculty nothing has been done. Such children there are, but how many we do not know. A step towards the amelioration of their condition will have been made when some trustworthy estimate of their numbers has been made.

Those blind or deaf children who are also feeble-minded are not entirely neglected. No good institution refuses to take a child who is described as exceptionally dull or stupid, or almost imbecile. Such children are received and treated with the greatest kindness and patience. Often experience shows that the apparent imbecility was due to the want of proper training, and it is only after long trial that a child is returned as incapable of instruction in an ordinary institution.

Deaf children assumed to be defective.

There is, however, reason to fear that many deaf children are described as feeble-minded because the person who examines them is unable to hold any communication with them. A member of the committee of an excellent institution for the deaf, who was also a visitor of a county institution for idiots, told us that he had been able to secure the removal of several deaf children from the latter institution to the former, and that they had made good progress and proved to be bright and intelligent, and in mental capacity quite equal to other children. I saw another deaf lad who had been described as unmanageable and idiotic, and who certainly resembled a wild animal, though he showed distinct indications of intelligence. After long delay and great opposition he was sent to a deaf institution.

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After a year's residence there the transformation was marvellous. He was clean, neatly dressed, well set up, pleased at being noticed, and already able and anxious to communicate with his neighbours. The boy will in all probability be able to earn his own livelihood, and make a very good member of society; yet, if local prejudice had not been resisted, he would have grown up with all the passions of an animal unrestrained by reason, a pest and a burden to all connected with him. These instances are mentioned to show the necessity of exercising considerable hesitation in accepting the allegation of imbecility as a reason for not sending deaf children to school. In the case of blind children there is less difficulty in ascertaining their mental capacity, but they cannot be expected to show the same degree of vivid apprehension that ordinary children possess.

Difficulty in bringing blind and deaf children to school.

Instances occur which indicate that complete success in bringing all blind or deaf children under suitable instruction has not yet been obtained. Most valuable help in this work is given by those persons who send information to the Board of Education of the existence of any cases within their knowledge, and such information can always be treated as confidential if desired. All that is necessary is to supply the name and address of the child, and then the necessary inquiries will be addressed to the local authorities.

The inquiry is two-fold: first as to the existence of the defect, and, secondly, as to its extent; that is to say, whether it is sufficient to render the child incapable of receiving instruction with ordinary children. The first point a medical man can decide, the second requires the opinion of the teacher.

The case is not so simple as it seems; the sight or hearing may be imperfect and not entirely deficient, and then it is a difficult matter to decide whether the degree of imperfection is such as to render special instruction necessary. The case of failure of sight leaves less room for doubt, but children who are partially and not entirely deaf often appear to apprehend what is said to them when in fact they do not. Thus a medical opinion is given that the child is deaf, but not so deaf as to be unable to understand what is spoken to it with sufficient emphasis. Deaf children also are found in ordinary schools, speechless indeed, but able to write and even set down simple arithmetical operations quite as well as ordinary children, and it is only after very careful examination that the process is discovered to be mere imitation without any intelligent comprehension.

A recent instance supplies an excellent illustration. Information was sent to the Board of Education of the existence of a deaf mute in a rural district; the usual inquiry was made, and the child was said to be attending the ordinary school. The inspector of the district was directed to inquire into the case, and his report, which was somewhat vague, did not justify the Board in requiring the local authority to make special provision for the child's education. Further representations were made to the Board, and the inspector was again directed to make further inquiry, and was supplied with a categorical form of inquiry, with the result that the child was found to be clearly unable to receive ordinary instruction, and the local authority readily took measures to send the child to a special school.

In London or in other places where day schools for blind or deaf children have been established, doubtful cases can be sent to the special schools without difficulty or delay. In other districts where the special treatment of children involves their removal from their

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homes, the unwillingness of parents to part with their children, and the expense incurred by the ratepayers, are factors which influence the decision of the case as much as the real needs of the children.

Local authorities sometimes find great difficulty in discovering institutions where there are vacancies for fresh cases. Probably the periodical publication of a list of schools and institutions which stated the number of vacant places and the terms of admission would be useful.

Schools for the Blind.

No addition has been made to the Schools for the Blind during the last two years. The School Board for London have retired from the management of the Royal School at Norwood, and are considering how they shall provide for the blind children who cannot be sent to day schools. A separate school for young children will be provided by the Committee of the Institution at Edgbaston. The Liverpool School for the Indigent Blind has been removed to new and excellent buildings on the outskirts of the city, and a subsidiary school to relieve the Catholic Blind Institution is being provided in the neighbourhood of Liverpool. The Committee of the Nottingham Institution are still considering how improved accommodation can be provided there. The East London Blind School in Hackney has been compelled to seek other premises, and has experienced considerable difficulty in securing any that promised to be suitable. At Brighton the Barclay Home for Girls will be transferred to more convenient buildings; the larger institution in the Eastern Road needs improvement. In all these cases the want of funds is a serious consideration, and if this fact were generally known perhaps the sympathy which is commonly expressed for the blind might take the useful form of material support.

International Congress at Paris, 1901.

International Congress of Friends of the Blind held at Paris July, 1900.

During the summer an International Congress of teachers and other persons interested in the welfare of the blind was held in Paris.

The first question discussed was the kind of supervision and assistance that should be provided for the blind after they have left school. After considerable discussion it was agreed that this supervision and help should be given by the authorities of the schools where the blind have been trained, and that in addition there should be a central authority in each country to co-ordinate the proceedings of the local bodies.

The second question was more educational, and the discussion was very interesting: To what extent can the instruction and education of blind children be entrusted to blind teachers? (In passing it should be noted that the term used was blind *masters;* foreign countries seem to think that women cannot be teachers.) The discussion was very keen and protracted; but there was very little real difference of opinion. The Congress finally resolved that the instruction of blind children should as far as possible be given by blind teachers, but only under the supervision of a sighted person. The strongest feeling was expressed by almost all speakers of the extreme danger of leaving blind children without sighted supervision. The reasons given need not be mentioned here, but they are most convincing.

The Congress agreed on the necessity of proper physical exercises for the blind and of manual employments which train the sense of touch.

A discussion of the possibility of teaching blind children in the ordinary schools followed. There was general agreement that this mode of instruction, which at the best affords a very imperfect substitute for the systematic education provided in a good institution, is desirable

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but impracticable, mainly because the blind need special and peculiar instruction in reading and writing. Finally, it was resolved that all establishments for training teachers in ordinary schools should be invited to give instruction in the system of Braille writing to any of the students who desire it, and inducements should be given to study the methods of reading and writing possible for the blind. On the whole the feeling of the Congress was that the subject was hardly practical.

A number of miscellaneous papers were read, including subjects so incongruous as the influence of heredity and consanguinity on blindness, and the desirability of producing in Braille the Benedictine editions of the plain chant.

On the whole the important points for us in England to notice were, first, the universal agreement of representatives of all countries that the blind need help and care after their education has been completed, and, secondly, that their education should be entrusted to well qualified blind teachers, under the constant supervision of sighted persons able to maintain proper discipline and to assist in the instruction.

A few blind teachers are presented annually by the Institution at Norwood for the special Examination for Teachers' Certificates, but they do not find employment readily. The necessity of employing a sighted assistant in every case is probably one reason, but the necessity must be maintained.

In the last Report an account of a Congress of German and Austrian Teachers of the Blind was supplied by Mr. Buckle, the head of the York School for the Blind. We have now to deplore his loss. He was possessed of exceptional talents and accomplishments, and he devoted himself entirely to the service of the blind; he was a true philanthropist, whose zeal and affection for his pupils were always ruled by sterling good sense. His whole life, indeed, was an example how a man should do his duty in that station to which it has pleased God to call him.

Schools for the Deaf.

Since the last Report there have been many noteworthy improvements in the school supply in the direction of schoolroom provision and the domestic comfort of teachers and children in the institutions. The extent of the accommodation has not been materially increased. **School supply and organisation.**

The London School Board have adapted the old Training College at Homerton to form a boarding institution for children who by reason of mental deficiency, or of difficulties encountered in boarding-out homes, cannot be dealt with in ordinary day centres. Two four-roomed day centres have been opened in West Lambeth district, one for younger children at Balham, and one for elder children at Battersea. These two centres are linked together as a unit, providing for the eight years of school instruction in successive annual stages. Difficulties of distance and locality are surmounted by boarding the children out in the neighbourhood of each school when necessary. Other centres have been established at Beresford Street and Burrage Road, respectively. The centres at Mansford Street and Ethelburga Street have been closed on the opening of the new schools. **London.**

Voluntary effort in London has been marked by the removal of the Jewish Deaf School from Notting Hill to Wandsworth Common, where more commodious buildings and grounds have been secured.

Outside the Metropolitan area new centres are now open at Enfield and Walthamstow. In addition to these there are extra-Metropolitan **Extra-Metropolitan.**

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centres at West Ham, Tottenham, Barking and Croydon. In each case the schools are too small to admit of proper classification for educational purposes. If the various School Boards, in combination, could be induced to formulate a scheme similar to that of the North Staffordshire Joint Boards, one good school might be established to replace these small centres. In such a case it is anticipated that the work would develop in a marked degree, and what is most important in these days, when efficient teachers are difficult to obtain, it would be possible to economise the teaching staff.

Country.

Among improvements in the country must be noted the Institution for the Blind and Deaf recently opened by the Leeds School Board. In the building, the equipment, the scheme for warming and ventilation, the latest results of modern science have been employed. If there is one drawback, it is an arrangement which sanctions the admixture of day scholars with boarders, thereby exposing the inmates of the school to possibilities of infection from outside.

At the Manchester Institution a new hall, class-rooms, dormitories, and swimming baths have been provided in the most liberal way. A new wing was added to Preston Institution by the munificence of Archdeacon Rawstorne. The domestic arrangements and school-rooms are now fully adequate to the needs of the institution.

At Exeter new class-rooms and dormitories have been built; at Birmingham domestic improvements have been made; at Swansea a suite of class-rooms, and at Derby a sanatorium.

Among contemplated additions are the school-rooms at Doncaster, Newcastle, and Liverpool Institutions, in each case urgently needed.

In the work of the last two years very definite and encouraging signs of advancement as regards the teaching of the deaf are to be noted.

Manual instruction.

The School Boards have given special attention to manual training for the elder children, and have endeavoured to arrange that the work of deaf children shall fall into line with that of the hearing. In London the boys follow the prescribed course of drawing and wood-work in the manual training centres. The elder girls take the ordinary courses of cookery and laundry, but have special schemes of needle-work. In Birmingham the metal work exercises at Rea Street centre have been most successfully taught by an instructor, who makes the lessons doubly useful by developing the children's powers of speech. It is most desirable that manual work and all other forms of work external to the schoolroom should be seized upon in this way for the development of language.

In manual occupations it is of primary moment that the work should be arranged so that each exercise forms part of a consecutive course devised to develop accuracy and precision in execution, as well as knowledge of the proper use of tools. No programme of work can be considered satisfactory which does not keep this end in view.

Occupations for younger children.

Occupations for younger children make incessant claims on the ingenuity of the teacher. Old exercises soon become wearisome; new ones have to be found. A very useful and effective course has been adopted in some of the centres under the London School Board, beginning with paper work, leading through cardboard work and "strip work" to the woodwork of the elder boys. Brush painting and a certain amount of free design have been introduced successfully. It is

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doubtful whether plasticine and clay work should be taken up in the day schools, since a certain amount of risk of infection in passing the material from child to child is inevitable.

Drill and physical exercises.

The institutions continue to make excellent provision for drill and physical exercises. In many cases, notably at Stoke, Derby, Doncaster, and Wandsworth, the children could compete on very favourable terms with the majority of hearing schools.

Language teaching.

It is too much to hope that the deaf will ever employ spoken or finger language in their intercourse with each other. Whatever fluency they have obtained, however great their command of language, they will as a rule still use gesture as a medium of communication among themselves.

The great value of oral speech to the deaf is found in their intercourse with hearing people. It was well said at the Paris Congress:—"Speech has this advantage for the deaf: it is the usual, the simplest, and the most conventional vehicle for the exchange of ideas in social life."

There is no doubt that the deaf child who has received sufficient command of spoken languge at school to enable it to make further progress by its own effort is certain of a brighter and fuller life than one who with the same linguistic attainments can only communicate by gesture or by writing.

It must always be remembered that we do not educate the deaf on the assumption that as adults they will live solely in a deaf environment. On the contrary, they will have to maintain an intercourse with the hearing world if they are to take that place in society to which their intelligence entitles them. Herein lies the vital importance of oral teaching, and for this reason we should never relax our efforts to perfect the oral method and to render our teachers competent to teach it.

Limitations to oral teaching.

At the same time we must not delude ourselves as to the possibilities of the oral method. We shall never make the deaf speak with the facility, the breadth of idiom, and with the voice and intonation of the hearing. But we can do much in the direction of such an ideal, and thereby enrich and enlighten lives which would otherwise languish dull and inert.

There will always remain a proportion of deaf not amenable to oral teaching. The exact number is difficult to estimate, and depends in each school on the circumstances of the children and the training of the teaching staff. Home neglect, weakly constitution, blindness, epilepsy, mental deficiency coupled with deafness, irregular school attendance, are circumstances over which no amount of oral teaching can prevail. Suitable classification and the proper training of teachers are features over which we have control, and through which much can be done to make oral teaching effective. The teaching is undoubtedly improving. Year by year an increasing number of teachers take the Elementary certificate. The Code of 1900 has made it possible for teachers to complete their qualifications with less of the burdens of examination than heretofore.

Boarding-out.

The number of children boarded out has steadily increased, and Committees now exist in London at Clerkenwell, Notting Hill, Balham, Battersea, Camberwell, and in connection with Fitzroy Square School. There are also Committees in Leicester, Yarmouth, Plymouth, Barking, and Wycombe. The Committees are in each case responsible

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for the arrangements made under the Boarding-out Rules. They select the homes, and are able to perform a very useful office by frequent and periodical visits, in order to ensure the welfare of the children and to verify for themselves that the children actually receive the provision arranged for. Committees should, where possible, secure homes in which a single family occupies the whole dwelling. It is undesirable that any home should be accepted where any part of the accommodation is sub-let. Boarded-out children in many cases come from homes where they have been neglected. On sending such a child to the parents for holidays, care should be taken to secure the child's return to the foster-parent in clean condition. It may be necessary where a child comes from a very bad home to arrange that the holidays should be spent with the foster-parents.

International Congress at Paris, 1901.

An International Congress was held at Paris on August 6th, 7th, and 8th, 1900, to discuss questions affecting the education and welfare of the deaf. The Congress was divided into two sections, the hearing and the non-hearing, which opened and closed in conjoint session, but held their deliberations separately.

For us in England the main interest of the Congress centred around the discussion on the second day, when the Congress dealt with the results obtained by the oral method. An attempt to stifle discussion on the methods of instruction had failed on the first day. The arguments of the opponents of the oral method turned chiefly on the advantages of the so-called combined systems; schemes in which either gesture or writing form the basis of the curriculum, and in which oral teaching takes a secondary place as a subject of instruction. The supporters of oral teaching once more insisted on the advantages of speech as a social medium of intercourse. The meeting by a very large majority adopted a resolution in the following terms:—"The Congress, considering the obvious superiority of speech over gesture as a means of restoring the deaf mute to society, and of affording a more perfect knowledge of language, resolves to reaffirm the resolutions of the Congress of Milan, and records the hope (1) that teachers of the deaf will use their influence to promote the publication of school books and educational apparatus for the deaf; (2) that books and apparatus published by any school may be acquired by any other school at cost price."

It is important to note that there is no publication in this country which devotes itself, as in America and in Germany, exclusively to points arising out of the technique of deaf instruction.

In connection with the discussion on oral teaching arose the question of training of teachers of the deaf. Some special training was insisted upon, both in theoretical and practical work, and it was considered desirable that in the larger institutions special courses of instruction should be provided for those desiring to take up the education of the deaf.

Another subject was the organisation of deaf mute instruction in various countries, and particularly whether institutions for the deaf were to be considered charitable or educational in their aim. As might be expected, the debate turned largely on the limitation to be assigned to the terms "charitable" and "educational." The question

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was national rather than international in character, and the discussion showed that no nation has as yet completed its organisation or system of instruction of deaf mutes.

Finally, among the subjects of importance was the question of the general well-being of the deaf after school age; how far they become self-supporting; the necessity for retreats and asylums.

Subsidiary discussion dealt with infant schools for the deaf, schools for higher education, special schools for neglected children, and the suitability of schemes of instruction under present conditions.

An international congress is beset with two main difficulties: In the first place, it is desirable to secure adequate representation from every nation; in the second place, the programme must offer for discussion questions of international, and, therefore, wide interest. In the present instance these difficulties proved unusually severe, and it is a matter for congratulation that they were successfully surmounted. The deliberations of the Congress will, therefore, stand as a record of good work done in the cause of the educational advancement of the deaf.

During the past year the deaf have lost one of their best friends and most able teachers, the late Mr. Bessant, of the Manchester Institution. He was called away in the midst of his work just when circumstances had occurred that added heavily to the burden of care and responsibility that his position imposed upon him. He guided the educational work of that great institution with singular judgment, neither obstinately wedded to antiquated methods, nor too eager to adopt every novelty. His gentleness and affectionate care for the children will not be forgotten.

This Report has been prepared by H.M. Inspector, Dr. Eichholz, and myself. It contains for the most part statements of facts, but where the expression of opinion was required we are entirely agreed.

I have the honour to be, etc.

T. KING.

To the President of the
Board of Education.

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APPENDIX.

List of Schools (for Blind Children) certified by the Board of Education under Section 2 of the Elementary Education (Blind and Deaf Children) Act, 1893.

School Number.	School District and Name of School.	Accommodation.	
		Boarders.	Day Scholars.
	DEVONSHIRE.		
	COUNTY BOROUGH OF EXETER.		
28,846	West of England Institution for the Blind, *St. David's Hill, Exeter.*	20 boys. 20 girls.	— —
	COUNTY BOROUGH OF PLYMOUTH.		
28,803	South Devon and Cornwall Institution for the Blind, *Northill, Plymouth.*	9 boys. 23 girls.	8 children.
	DURHAM.		
	COUNTY BOROUGH OF SOUTH SHIELDS.		
28,907	South Shields, Cone Street Board Blind School -	—	12 „
	COUNTY BOROUGH OF SUNDERLAND.		
28,831	Sunderland, Villiers Street Board Blind School -	—	18 „
	GLOUCESTERSHIRE.		
	COUNTY BOROUGH OF BRISTOL.		
28,820	Bristol Asylum and School of Industry for the Blind, *Queen's Road, Clifton.*	32 boys. 21 girls.	— —
	HAMPSHIRE.		
	COUNTY BOROUGH OF PORTSMOUTH.		
28,874	Hants and Isle of Wight School and Home for the Blind, *St. Edward's Road, Southsea.*	72 children.	—
	LANCASHIRE.		
	COUNTY BOROUGH OF BURNLEY.		
28,828	Burnley, Elizabeth Street Board Blind School -	—	26 children.

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School Number.	School District and Name of School.	Accommodation.	
		Boarders.	Day Scholars.
	LANCASHIRE—*continued.*		
	COUNTY BOROUGH OF LIVERPOOL.		
28,805	Liverpool Catholic Blind Asylum, 59, *Brunswick Road, Liverpool.*	50 boys. 56 girls.	— —
28,816	Liverpool School for the Indigent Blind, *Wavertree, Liverpool.*	84 children.	—
28,843	Liverpool Home for Blind Children, *Devonshire Road, Princes Park, Liverpool.*	20 boys. 20 girls.	— —
	COUNTY BOROUGH OF OLDHAM.		
28,919	Oldham, St. Michael's Board Blind School - -	—	15 children.
	ADMINISTRATIVE COUNTY OF LANCASTER.		
	FULWOOD:		
28,817	Preston Industrial Institute for the Blind, *Fulwood, Preston.*	24 boys. 24 girls.	— —
	STRETFORD:		
28,808	Stretford, Henshaw's Blind Asylum, *Old Trafford, Manchester.*	50 boys. 41 girls.	— —
	LONDON.		
	CHELSEA DIVISION.		
28,886	Notting Hill, Wornington Road Board Blind School.	—	10 children
	FINSBURY DIVISION.		
28,878	Bedford Row, Princeton Street Board Blind School.	—	17 „
	GREENWICH DIVISION.		
28,918	Woolwich, Powis Street Board Blind School -	—	18 „
	HACKNEY DIVISION.		
28,873	East London Home Blind School, *Northumberland House, Lower Clapton Road, N.E.*	15 boys. 15 girls.	— —
	EAST LAMBETH DIVISION.		
28,879	Peckham, Arthur Street Board Blind School -	—	21 children
28,887	Walworth, Sayer Street Board Blind School -	—	20 „
	WEST LAMBETH DIVISION.		
28,881	Battersea, Shillington Street Board Blind School	—	45 „
28,916	Wandsworth Common, Indigent Blind Branch School.	40 children.	—

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School Number.	School District and Name of School.	Accommodation.	
		Boarders.	Day Scholars.
	LONDON—*continued.*		
	MARYLEBONE DIVISION.		
28,877	Camden Town, The Brecknock Board Blind School.	—	40 children.
	TOWER HAMLETS DIVISION.		
28,883	Bromley, High Street Board Blind School - -	—	19 „
28,882	Tower Hamlets, The Highway Board Blind School.	—	19 „
	MONMOUTH.		
	COUNTY BOROUGH OF NEWPORT.		
	NEWPORT SCHOOL DISTRICT:		
28,936	Newport, Board Blind School - - - - -	—	14 „
	NORFOLK.		
	COUNTY BOROUGH OF GREAT YARMOUTH		
28,910	Great Yarmouth Central Board Blind School -	—	9 „
	COUNTY BOROUGH OF NORWICH.		
28,813	Norwich Institution for the Blind, *Magdalen Street, Norwich.*	35 boys. 25 girls.	10 „ —
	ADMINISTRATIVE COUNTY OF NORTHUMBERLAND.		
	BENWELL:		
28,821	Benwell Royal Victoria School for the Blind, *Northumberland Street, Newcastle-upon-Tyne.*	57 boys. 30 girls.	— —
	NOTTINGHAM.		
	COUNTY BOROUGH OF NOTTINGHAM.		
28,823	Midland Institution for the Blind, *Chaucer Street, Nottingham.*	49 children.	—
	ADMINISTRATIVE COUNTY OF STAFFORD.		
	STOKE-ON-TRENT, U.D.:		
28,888	North Staffs Joint Boards Blind School* - -	14 boys. 13 girls.	— —
	SURREY.		
	COUNTY BOROUGH OF CROYDON.		
28,850	Upper Norwood Royal Normal College Preparatory Blind School, *Upper Norwood, S.E.*	138 children.	—

* *See* also under Deaf Schools.

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School Number.	School District and Name of School.	Accommodation.	
		Boarders.	Day Scholars.
	SUSSEX.		
	COUNTY BOROUGH OF BRIGHTON.		
	BRIGHTON AND PRESTON, U.D.:		
28,830	Brighton, Barclay Home Blind School, *St. Michael's Place, Brighton.*	18 girls.	—
28,875	Brighton Asylum for the Blind, *Eastern Road, Brighton.*	24 boys. 24 girls.	— —
	WARWICK.		
	COUNTY BOROUGH OF BIRMINGHAM.		
28,844	Edgbaston General Institution for the Blind, *Edgbaston, Birmingham.*	66 boys. 50 girls.	— —
	YORKSHIRE.		
	COUNTY BOROUGH OF BRADFORD.		
28,853	Bradford, Carlton Street Board Blind School -	—	48 children.
	COUNTY BOROUGH OF LEEDS.		
28,839	Leeds Blenheim Board Blind School - - -	28 boys. 31 girls.	30 „
	COUNTY BOROUGH OF SHEFFIELD.		
28,815	Sheffield Institution for the Blind, *Broomhill, Sheffield.*	35 boys. 35 girls.	— —
	COUNTY BOROUGH OF YORK.		
28,819	Yorkshire School for the Blind, *Manor House, York.*	47 boys. 33 girls.	— —

WALES.

	GLAMORGAN.		
	COUNTY BOROUGH OF CARDIFF.		
28,902	Cardiff, Adamsdown Board Blind School - -	—	35 children.
	COUNTY BOROUGH OF SWANSEA.		
	SWANSEA, U.D.:		
28,848	Swansea and South Wales Institution for the Blind, *Northampton Place, Swansea.*	15 boys. 10 girls.	—

Training College for Blind Students.

Norwood Smith. Training College for Teachers of the Blind, Upper Norwood, S.E.

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List of Schools (for Deaf Children) certified by the Board of Education under Section 2 of the Elementary Education (Blind and Deaf Children) Act, 1893.

School Number.	School District and Name of School.	Accommodation.	
		Boarders.	Day Scholars.
	ADMINISTRATIVE COUNTY OF BUCKINGHAM.		
	CHIPPING WYCOMBE (BOROUGH):		
28,935	Chipping Wycombe Board Deaf School - -	—	10 children.
	DERBYSHIRE.		
	COUNTY BOROUGH OF DERBY.		
28,801	Derby Royal Institution for the Deaf and Dumb, *Friar Gate, Derby.*	80 boys. 70 girls.	— —
	DEVONSHIRE.		
	COUNTY BOROUGH OF EXETER.		
28,802	West of England Institution for the Deaf, *Exeter.*	48 boys. 38 girls.	—
	COUNTY BOROUGH OF PLYMOUTH.		
28,898	Plymouth, Mount Street Board Deaf School, *Northill, Plymouth.*	—	79 children.
	ADMINISTRATIVE COUNTY OF DURHAM.		
	DARLINGTON (BOROUGH):		
28,924	Darlington Board Deaf School - - - -	—	16 „
	STOCKTON-ON-TEES (BOROUGH):		
28,908	Stockton-on-Tees Board Deaf School - - -		40 „
	ESSEX.		
	COUNTY BOROUGH OF WEST HAM.		
28,913	West Ham, Frederick Road Board Deaf School -	—	44 „
28,912	West Ham, Water Lane Board Deaf School -	—	36 „
	ADMINISTRATIVE COUNTY OF ESSEX.		
	BARKING:		
28,834	Barking, North Street Board Deaf School - -	—	20 „
	WALTHAMSTOW:		
28,811	Walthamstow, Queen's Road Board Deaf School -	—	16 „

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School Number.	School District and Name of School.	Accommodation.	
		Boarders.	Day Scholars.
	GLOUCESTERSHIRE.		
	COUNTY BOROUGH OF BRISTOL.		
28,825	Bristol District Institution for Deaf and Dumb *Tyndall's Park, Clifton.*	30 boys. 25 girls.	— —
28,926	Bristol, Kingsdown Board Deaf School - -	31 children.	—
	LANCASHIRE.		
	COUNTY BOROUGH OF BURNLEY.		
28,931	Burnley, Elizabeth Street Board Deaf School -	—	89 children
	COUNTY BOROUGH OF LIVERPOOL.		
28,807	Liverpool Schools for Deaf and Dumb, *Oxford Street, Liverpool.*	67 boys. 38 girls.	45 „ —
	COUNTY BOROUGH OF OLDHAM.		
28,824	Oldham, Crossbank Street Board Deaf School -	—	48 children.
	COUNTY BOROUGH OF PRESTON.		
28,871	Preston, The Royal Cross School for the Deaf, *Preston.*	48 boys. 42 girls.	— —
	ADMINISTRATIVE COUNTY OF LANCASTER.		
	STRETFORD:		
28,838	Manchester Royal Schools for the Deaf *Old Trafford, Manchester.*	132 boys. 88 girls.	— —
	LEICESTER.		
	COUNTY BOROUGH OF LEICESTER.		
28,872	Leicester, Archdeacon Lane Board Deaf School -	—	60 children.
	LONDON.		
	CHELSEA DIVISION.		
28,938	Fulham, Parson's Green, Ackmar Road Board Deaf School.	—	20 „
28,927	Hammersmith, Brook Green Board Deaf School -	—	20 „
	FINSBURY DIVISION.		
28,858	Clerkenwell, Hugh Myddelton Board Deaf School	—	144 „
28,856	Stoke Newington, Matthias Road Board Deaf School.	—	32 „
	GREENWICH DIVISION.		
28,861	Deptford, Stanley Street Board Deaf School -	—	38 „
28,943	Plumstead, Burrage Grove, Board Deaf School -	—	12 „

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School Number.	School District and Name of School.	Accommodation.	
		Boarders.	Day Scholars.
	LONDON—*continued.*		
	HACKNEY DIVISION.		
28,863	Bethnal Green, Summerford Street Board Deaf School.	—	48 children.
28,862	Homerton Row Board Deaf School - - -	—	40 „
28,947	Homerton Residential Board Deaf School - -	30	—
28,845	Hoxton, Catherine Street Board Deaf School -	—	28 children.
	EAST LAMBETH DIVISION.		
28,864	Camberwell, Boundary Lane Board Deaf School -	—	64 „
	WEST LAMBETH DIVISION.		
28,835	Balham, Cavendish Road Board Deaf School -	—	32 „
28,865	Battersea, Surrey Lane Board Deaf School - -	—	48 „
28,829	Wandsworth Common, Nightingale Lane, Jews' Deaf School.	54 children.	20 „
	MARYLEBONE DIVISION.		
28,809	Fitzroy Square, Training College Deaf School, *11, Fitzroy Square, W.*	—	72 „
28,867	Hampstead Road, Stanhope Street Board Deaf School.	—	30 „
28,866	Marylebone, Capland Street Board Deaf School -	—	48 „
	SOUTHWARK DIVISION.		
28,869	Bermondsey, Alma Board Deaf School - -	—	18 „
28,868	Southwark, Pocock Street Board Deaf School -	—	24 „
	TOWER HAMLETS DIVISION.		
28,870	Limehouse, Farrance Street Board Deaf School -	—	32 „
	ADMINISTRATIVE COUNTY OF MIDDLESEX.		
	EALING:		
28,851	Ealing Training College Deaf School, *Castle Bar Hill, Ealing, W.*	5 boys under 12 years of age 28 girls.	—
	ENFIELD:		
28,953	Enfield, Bush Hill Park Board Deaf School -	—	8 children.
	TOTTENHAM:		
28 897	Tottenham, Bruce Grove Board Deaf School -	—	20 „
	NORFOLK.		
	COUNTY BOROUGH OF GREAT YARMOUTH.		
28,925	Great Yarmouth Central Board Deaf School -	—	18 „

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School Number.	School District and Name of School.	Accommodation.	
		Boarders.	Day Scholars.
	NORTHUMBERLAND.		
	COUNTY BOROUGH OF NEWCASTLE-UPON-TYNE.		
28,826	Northern Counties Institution for the Deaf, *North Road, Newcastle-upon-Tyne.*	94 boys. 68 girls.	— —
	NOTTINGHAM.		
	COUNTY BOROUGH OF NOTTINGHAM.		
28,847	Nottingham, Clarendon Street Board Deaf School	—	64 children.
	ADMINISTRATIVE COUNTY OF STAFFORD.		
	STOKE-ON-TRENT, U.D.:		
28,888	North Staffs Joint Boards Deaf School* - -	71 boys 41 girls.	— —
	SURREY.		
	COUNTY BOROUGH OF CROYDON.		
28,917	Croydon, Princess Road Board Deaf School - -	—	18 children.
	SUSSEX.		
	COUNTY BOROUGH OF BRIGHTON.		
	BRIGHTON AND PRESTON, U.D.:		
28,854	Brighton Deaf and Dumb Institution, *Eastern Road, Brighton.*	45 boys. 33 girls.	— —
	WARWICK.		
	COUNTY BOROUGH OF BIRMINGHAM.		
28,900	Birmingham, Moseley Road Board Deaf School -	—	45 children.
28,893	Birmingham, Staniforth Hall Board Deaf School	—	30 ,,
28,822	Edgbaston Royal Institution for the Deaf and Dumb, *Edgbaston, Birmingham.*	175 children	—
	ADMINISTRATIVE COUNTY OF WARWICK.		
	ASTON, U.D.:		
28,876	Aston, Albert Road Board Deaf School - -	—	20 children.
	WORCESTER.		
	COUNTY BOROUGH OF DUDLEY.		
28,934	Dudley Board Deaf School - - - - - -	—	11 ,,
	YORKSHIRE.		
	COUNTY BOROUGH OF BRADFORD.		
28,852	Bradford, Carlton Street Board Deaf School -	—	54 ,,

* *See* also under Blind Schools.

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School Number.	School District and Name of School.	Accommodation.	
		Boarders.	Day Scholars.
	YORKSHIRE—*continued.*		
	COUNTY BOROUGH OF KINGSTON-UPON-HULL.		
28,891	Kingston-upon-Hull, Brunswick Avenue Board Deaf School.	—	36 children.
	COUNTY BOROUGH OF LEEDS.		
28,840	Leeds, Blenheim Board Deaf School - - -	25 boys. 24 girls.	70 ,, —
	COUNTY BOROUGH OF MIDDLESBROUGH.		
28,896	Middlesbrough Board Deaf School - - -	—	20 children.
	ADMINISTRAVIVE COUNTY OF YORK, WEST RIDING.		
	BOSTON SPA:		
28,818	Boston Spa, St. John's Institution for Deaf and Dumb.	130 boys. 90 girls.	— —
	DONCASTER (BOROUGH):		
28,814	Yorkshire Institution for the Deaf, *Doncaster.*	70 boys. 50 girls.	— —
	WALES.		
	ADMINISTRATIVE COUNTY OF CARMARTHEN.		
	LLANELLY:		
28,933	Llanelly, St. Paul's Board Deaf School - -	—	22 children.
	GLAMORGANSHIRE.		
	COUNTY BOROUGH OF CARDIFF.		
28,901	Cardiff, Fitzalan Place Board Deaf School - -	—	31 ,,
	COUNTY BOROUGH OF SWANSEA.		
	SWANSEA U.D.:		
23,849	Swansea Royal Cambrian Institution for the Deaf and Dumb, *Mount Pleasant, Swansea.*	33 boys. 28 girls.	— —
	ADMINISTRATIVE COUNTY OF GLAMORGAN		
	PONTYPRIDD:		
28,922	Pontypridd, Mill Street Board Deaf School - -	—	20 children.
	YSTRADYFODWG:		
28,899	Ystradyfodwg Porth Board Deaf School - -	—	20 ,,

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Institutions approved under Article 120 of the Code for the Special Training as Teachers of the Deaf of Students transferred from ordinary Training Colleges.

Ealing Training College for Teachers of the Deaf, Castle Bar Hill, Ealing, W.

Fitzroy Square Oral Instruction Association Training College, 11, Fitzroy Square, W.

31st March 1901.

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GENERAL REPORT *for the Year* 1900, *by* MISS HYACINTHE M. DEANE, *Inspectress of Cookery and Laundry Work, on the* EXAMINATIONS *held at the* COOKERY TRAINING SCHOOLS *and the* TEACHING OF COOKERY *and* LAUNDRY WORK *in the* ELEMENTARY SCHOOLS.

MY LORD DUKE,—

I have the honour to present to you my annual Report for 1900. In my report of the previous year on the work done in the Cookery and Domestic Science Section of the Board of Education, I explained that although the first series of examinations under the new regulations had been held between October and December in that year, it was then too early to issue any comments on the character of the work done by the candidates.

As the Scheme of Examinations was then new and the working of it little understood by those schools which presented candidates to be examined, it does not appear desirable to include that three months' work in this summary, in which I will deal only with the work of the twelve months ending Christmas, 1900.

It is gratifying to find that most of the schools are undoubtedly pleased with the Scheme of Examination, and all are sensible that a great weight of responsibility no longer rests upon their shoulders. Already the advantage of a uniform standard is beginning to be appreciated. It was this desire for a uniform standard of excellence which induced the Training Schools to urge on the Board of Education the advisability of issuing diplomas after examination.

While desirous of creating a higher standard of qualification for Cookery teachers than that found in most schools, the Board of Education were most careful not to interfere with the granting of diplomas on a different standard by the various Training Schools, thus in no way preventing teachers from gaining a livelihood, but at the same time setting up a standard of excellence for that class of teachers from amongst which the staff teachers of Training Schools may be chosen.

The fact that for a first-class diploma a candidate must obtain the same minimum of marks in each branch of the examination insures that the training shall be uniformly good throughout. Hitherto the unevenness of the qualifications and work of the first-class diplomée teachers has been often unfavourably commented upon. Women, well educated in theoretical knowledge, have proved deplorably incapable of producing good practical work Again, good cooks have been found ignorant of the proper methods of imparting their knowledge, and it was a fact that the public could never be sure that the so-called first-class diplomée would not prove proportionately weak in one or more of the essential qualifications of a Cookery teacher.

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The sensible regulation of the Board of Education which requires an evenly-balanced theoretical knowledge and practical capacity insures the good all-round teacher, which it is the object of the Examination Scheme to produce.

It is unfortunately still a prevalent idea that girls who are mentally unfit for other professions are capable of becoming teachers of Domestic Science. But intelligence and education are at least as necessary for this as for any other kind of teaching.

I regret that in this year's examinations so few have obtained first-class diplomas, but I think that this is fully accounted for by the above fact, and that so long as the training schools are prevented by lack of funds from refusing to attempt the training of girls manifestly unfitted to become capable teachers of cookery, so long will the majority of passes be low.

Considerable difficulty has been caused by the desire of many school authorities that the practical examinations should be held during the last month, or even fortnight, of the term at their respective schools. This is manifestly impossible where there are only three examiners and 24 schools to be examined. We endeavoured for a year to comply with their requests, but the attempt to do so resulted in great waste of time and money. I have proposed, therefore, a scheme for grouping the schools into Northern, Central, and Southern divisions, and arranged the time of examinations so that the schools can be visited in geographical order each term, and so that about three months will elapse between each examination.

The number of those presenting themselves for examination at each school varies each term, and the examinations occur so frequently in the year that it is unfortunately impossible to fix the actual dates long beforehand.

The following Table gives a summary of the results of examinations:—

SUMMARY OF RESULTS, JANUARY, 1900, TO CHRISTMAS, 1900.
GRAND TOTALS.

Number of candidates examined in all sections - - -	226	
Number of candidates who obtained a 1st Class Diploma -	35	
Number of candidates who obtained a 2nd Class Diploma -	117	
Number of candidates eligible for re-examination - - -	72	
Number of candidates who failed to obtain a diploma and are ineligible for re-examination - - - - - -	2	
		226
Number of candidates examined in some sections only - -		247
		473

In estimating the work of the department it has to be remembered that the candidates have the opportunity, of which they avail themselves very freely, of being re-examined several times in each section, so as to improve their marks, if possible. The total number of examinations taken in the various branches will be seen by the table below to be 701 in the practical sections, and 1,040 in the theoretical sections.

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PRACTICAL EXAMINATIONS.

Section.		First Classes.	Second Classes.	Failed.	Totals.
A	Dinner Examination- -	95	49	32	176
Bi.	Demonstration to Children	111	39	24	174
Bii.	Children's Practice Class -	102	51	25	178
C	Adult Demonstration -	120	41	12	173

THEORETICAL EXAMINATIONS.

Section.		First Classes.	Second Classes.	Failed.	Totals.
A	Plain Cookery: Kitchen Economics - - -	149	125	6	280
Bi.	Superior Household Cookery - - - -	125	120	10	255
Bii.	Science of Food - -	82	149	47	278
C	Principles and Practice of Teaching - - -	87	112	28	227

The remarkable discrepancy shown by the above tables between the high percentage of first class passes in each separate branch and the low percentage of first-class diplomas obtained, emphasises very clearly the usefulness of the regulation requiring a minimum of marks in all branches in order to qualify for a first-class diploma.

Very much remains to be done by the Training School Committees to remedy this inequality by carefully noting the weak points in the training afforded by their particular schools, with a view to strengthening them. The teachers, on their part, should pay attention to the difficulties felt by each student, for it is quite a common thing for a girl to pass easily first class in several branches and fail twice before obtaining even the required minimum in some other equally important branch.

The following table of Examination Results forwarded last term to one of the schools is most instructive in this connection, and affords an example of the value of the present system of marking. It will be seen that though the training in Practical Cookery was excellent the candidates had not been sufficiently "*taught to teach*," nor was their knowledge of food and dietetics satisfactory. This grave weakness in the training provided by the school would never have been so forcibly impressed upon the Committee had the candidates succeeded in gaining first-class diplomas on the aggregate number of marks.

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SUMMARY OF EXAMINATION RESULTS.

Names.	Practical Examination.				Theoretical Examination.			
	A.	Bi.	Bii.	C.	A.	Bi.	Bii.	C.
1	1st	1st	1st	1st	1st	1st	2nd	1st
2	2nd	2nd	2nd	1st	2nd	2nd	2nd	Failed
3	1st	1st	1st	1st	1st	1st	2nd	2nd
4	1st	1st	1st	1st	1st	1st	2nd	2nd
5	1st	2nd	Failed	1st	1st	1st	1st	2nd
6	1st	1st	1st	1st	1st	1st	2nd	Failed
7	1st	1st	1st	1st	1st	1st	2nd	2nd
8	1st	1st	2nd	1st	1st	1st	2nd	2nd
9	1st	1st	1st	1st	1st	2nd	2nd	2nd
10	1st	2nd	1st	1st	2nd	2nd	2nd	Failed
11	1st	1st	2nd	1st	1st	1st	1st	2nd
12	1st	2nd	2nd	1st	1st	1st	1st	1st
13	1st	2nd	2nd	1st	1st	1st	1st	1st
14	1st	2nd	1st	1st	1st	1st	2nd	2nd
15	1st	1st	1st	1st	1st	1st	2nd	2nd

Those who desire that the standard should be lowered may be reminded that a girl desiring a first class diploma may attempt each of her eight sections three times. A candidate, who, in spite of such ample opportunity of renewed study and repeated examinations, still proves incapable of passing beyond the second class is obviously unfit for the highest diploma, and, to quote a remark made to me: "A person who, after taking twenty-four bites at a cherry cannot demolish it, must be exceptionally incapable."

THEORETICAL EXAMINATION.

General Remarks.

Before remarking in detail on the results in the various sections, I desire to dwell upon one very general and serious cause of loss of marks, namely, the lack of the essentials of an elementary education. Throughout the reports of the theoretical examiners the allusions to this failing are incessant. They point to "ill-formed sentences often almost unintelligible through ellipsis or change of idea, continual neglect of punctuation marks, mis-spelt words, which make it hopeless to do more than check carelessness and to eliminate students whose previous education has been neglected. A fruitful but avoidable cause of loss of marks was the ignorance shown of the best way in which to

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answer some of the questions. Teachers would be more than repaid if, in the early stages of training, they impressed on their students the great advantages of tabulation whenever possible, the use of diagrams, the underlining of main headings, the systematic and progressive treatment of answers and the spacing out of information, not as aids to correction, but as safeguards against the omission of important points and to ensure the lucid presentment of their facts."

Section A. Artizan and Household Cookery, Kitchen Economics.

A great improvement is noticeable in the standard of teaching this subject throughout the Training Schools, some really excellent papers having been sent in. Too little attention is still paid to the reasons for the various methods of Cookery. Questions requiring a reason were too often avoided or answered superficially.

Section B (i). Superior Household Cookery.

Nearly half the number here obtained 1st Class. Out of 255, only ten failed. The standard of excellence has decidedly improved.

Section B (ii). Science of Food.

These papers, which show worse results than those in any of the sections, exhibit very superficial knowledge of the subject and convey the impression that there has been little home study. In one or two instances, setting aside the poor results due to the dulness of the students, the uniformity of mistakes points clearly to weakness in the teaching. To quote the words of the Examiner: "The tenor of the papers generally points to the fact that the students have a better knowledge of the practical side of Cookery than of the reasons underlying the physiological and chemical processes involved.

"It would be a distinct gain if students were taught to give truer definitions when asked for such, and a habit which may be deprecated is that of using puerile expressions such as 'The heat makes the gas wish to fight to get free,' which is allowable in conveying certain facts to children, but which is totally out of place in answering a scientific paper."

Section C. Principles and Practice of Teaching.

To quote again some of the remarks sent in by the Examiner. "Such a subject as the theory and practice of education lends itself in the hands of the unlearned to discursive answering; perhaps because many questions can be answered from personal experience and not from any special study of text books. Students should be warned against giving verbose answers containing, when sifted, a minimum of information. Theory of education lends itself particularly to this redundancy of expression, and clear, concise answering should be cultivated.

"Some of the answers were genuinely excellent, others lost marks, the students evidently reading the questions too hastily and dashing at what they thought was required without deliberate, cool thought on the subject. Again, if a statement which may be a matter of opinion is given, the only judicious way to handle it is to look at it from every aspect. A very objectionable style of answering cropped up every now and again, namely, the dogmatic style, where 'of course,' 'certainly,' and 'must' were in continual use.

It is to be regretted exceedingly that the need of keeping acquainted with the Government regulations regarding Cookery is not more impressed on students. The question dealing with instructions to School Managers was attempted by a small proportion only, and no one received full marks, a result which could so readily have been attained, as the question only involved memory work. In one or two schools the fact that such a book as "Instructions to H.M. Inspectors" exists seemed to be unknown. The question on what is said in it with regard to the arrangement and conduct of a practice class in Cookery showed

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that the students were very unfamiliar with this book, much being given in this answer which appears in neither Code nor "Revised Instructions."

Practical Examination.

Section A

This examination, in which each candidate has to cook and serve a dinner of four courses in three hours, is one of the most important of the series. It is the practical test of capacity to cook; it is more than this, it is a test of the presence of mind and quickness of intelligence. It is, therefore, perhaps not surprising, but it is certainly disappointing, that the successes are not more numerous. This dinner presented, at first, a difficulty to many of the candidates, as they failed generally in the method and arrangement of the work, besides the cooking of the dishes. It is satisfactory to note that there was a great improvement in this respect at the last examinations which were held this year, notably at those schools where there had been most failures before.

Section B (i.) Demonstration to Children.

There is a gratifying improvement in the method of taking these classes. Candidates should, however, draw up the framework or skeleton of the lesson with a view to making the chief heads of it into a succinct black board summary at the end. If this were done, the teaching would be more definite and the important points would be less often lost in a cloud of minor information.

Section B (ii.) Children's Practice Class.

The teaching is still too mechanical. The children are so drilled and are so dependent on their teacher that it is doubtful if they would be able to think for themselves sufficiently to work out satisfactorily any given recipe at home. One object of teaching manual subjects is to develop the intelligence of the child, making hand and eye aid the reasoning faculties, and if this is not done a great opportunity has, in my opinion, been lost.

Section C. Adult Demonstration.

Most successes were obtained in the adult demonstrations, in which the candidates' ability to teach Evening Continuation School cookery classes was tested. The candidates were permitted to choose their own dishes and subject, which they were allowed to prepare as long beforehand as they chose. These excellent results are therefore not surprising. I should much like to see, however, a greater effort made on the part of the teachers to throw themselves more into sympathy with their audience, to come down off the pedestal of teacher and become more the helper and adviser of the women attending the classes. It is absurd to treat a class of grown-up people as if they were children, and statements have to be made most tactfully where a young teacher is instructing a class of middle-aged women. Again, the dishes have often been too expensive to be suitably taught in an evening continuation school.

To remedy the defects and to mark the difference between the kinds of dishes and the different handling of the audience, I have asked that the adult demonstrations given at each training school should in future be representative of lessons suitable to the following classes of people:—

(*a.*) Country labourers' wives.

(*b.*) Factory or mill hands.

(*c.*) Wives of well-to-do artisans or shopkeepers.

In the first instance, the women are at home most of the day and have little to spend on food; in the second, the girls are out all day

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and live in towns where provisions are easily got; whereas in the third instance, the women are able to afford more expensive dishes, and keep one or more servants of their own.

Elementary School Cookery Classes.

General Remarks.

Owing to the large amount of work entailed by the examinations at the training schools, I have been unable to arrange for more than 191 elementary school cookery classes to be visited. The special feature of the inspection this year has been the systematic visiting of all the schools as far as possible in two districts, instead of the haphazard inspection of schools here and there in different parts of England as time or opportunity offered.

By this means, and with the cordial co-operation of H.M.I. for the district, a steady effort has been made to raise the standard of teaching throughout that part to a more satisfactory level. In addition, a number of schools teaching this subject in Kent have been visited.

There are ninety-six districts, and 199,467 scholars are taught cooking, the number of classes visited appears therefore a mere drop in the ocean. Yet I cannot count the time ill-spent when I consider the very great need of expert advice and the readiness shown by school managers and teachers to accept suggestions and improve their methods when the need for this is made clear to them.

The same unsatisfactory conditions with regard to the arrangement of the work and the provisions made for teaching the subject, which I have reported on in previous years, still exist. I was pleased, however, to note a possible solution of the difficulty of finding suitable accommodation and of securing properly graded instruction. The Technical Education authorities are willing in many places to allow children from the various day schools in the neighbourhood, for a very low fee, to attend a progressive and systematic course of cookery instruction given during the day-time in their technical institute kitchens, which are generally well fitted up and suitable for the purpose. It is to be hoped that school managers will take advantage of this permission whenever the opportunity offers, as in this way the children from the day schools will be able to receive satisfactory instruction during the day at much less cost and inconvenience than is possible where small and ill-adapted class-rooms only are available on the school premises.

Miss Sproule.

Miss Sproule reports that a number of the Cookery Classes visited by her were taken by unqualified teachers.

"They were very willing to receive suggestions with regard to the method of imparting knowledge of the subject, but their want of training was very apparent. They lack method, and there was little or no class teaching. Each pair of girls prepared and cooked a different dish, which in all probability had never been demonstrated, and they were not properly taught any method.

"I have suggested to teachers of the classes which I visited that the plan of all preparing the same dish at the same time should be adopted, and in most cases I think it will be followed. The adoption of this form of class teaching should greatly benefit the girls and cause less strain upon the teacher. The use as far as possible of the Model Syllabus by these teachers should be advocated."

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Miss Stubbs reports on the Elementary School Classes visited by her: Miss Stubbs.

"A slight improvement in the teaching of children's classes is shown, in so far that the children are exhibiting a more intelligent understanding of the subject. This would be greatly increased if the managers and local ladies would take more personal interest in the classes, and thereby encourage both teacher and children to enter into a united effort to make their class, not merely one of recipes and hum-drum stereotyped work, but a class of intelligent interest. Success has attended more especially those classes where the teaching is systematic and progressive, as in such schools where the class consists of one standard and the children pass on simultaneously from the first to the second and third courses of cookery. In such classes the underlying principles can be taught in a progressive manner.

"In the majority of schools the children continue to show a great lack of knowledge in the use and management of coal and gas stoves, owing to the very little definite instruction that is given on the subject.

"There is a growing tendency to devote too much time to the writing of recipes and notes; if this is not checked it will be greatly to the detriment of the practical part of the work. Remarkable indifference is shown in making use of the means of ventilation in the class-rooms. The frequent neglect to attach an escape fume-pipe to the gas ovens renders the air most noxious."

Laundry Classes.

Very few laundry classes have been inspected by me or my staff this year. At those visited, however, the work was well done and no special reports on this subject of a really unsatisfactory nature have been sent in.

Laundry and Cookery classes would be much more successful than they are if more teachers would study the conditions under which their scholars live. Too much trouble cannot be taken in this respect, as it lies at the root of all successful work. It is very disappointing that a greater effort is not made to put the knowledge which they could thus gain to a practical purpose, and I can only attribute it in many cases to a lack of sympathy with the aims of those who consider that the health, comfort, and sobriety of the working classes are connected with this question of cookery and laundry teaching.

I have the honour to be, &c.,

Hyacinthe M. Deane,
Inspectress of Cookery and Laundry Work.

To the President of the
Board of Education.

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REPORTS ON THE TRAINING SCHOOLS OF COOKERY, 1900.

Bath.

The candidates have not as yet taken the complete examination; it is too early, therefore, to make any comment on their work.

Birmingham.

The work at this school continues to be very satisfactory. High marks have been given in many cases at the various cookery examinations held at this school this year.

Battersea Polytechnic.

The teaching power evinced by these candidates was much above the average. In both the B. and C. Practical Examinations the reasoning faculties of the class were exercised, the subject being taught by comparative methods. The Dinner Examination A. did not reach quite so high a standard.

Bristol.

With one exception the practical work was below the average. The teaching was dull and uninteresting, nor was the food cooked and served to time. The theoretical knowledge displayed by the candidates was on the whole good.

Chester.

The work of these students was disappointing and pointed rather to want of experience in training them than lack of intelligence on the part of the candidates. Very poor marks were gained for the most part at both the Theoretical and Practical Examinations.

Dublin.

The cookery students were delightfully neat and clean in the way they set about their practical work, and the results were decidedly better at the end of the year. The candidates showed a better knowledge of cookery than of the science of food or the principles of teaching. The writing, spelling, and general arrangements in answering the papers at the theoretical examinations need attention.

Devon County Council

No candidates for the cookery diploma were presented from this school this year. So little zeal is displayed by the students in attending the classes that it is discouraging to the teacher and committee.

Dorset County Council.

One of the Elementary School teachers presented by this school distinguished herself by her excellent knowledge of the subject and capital practical work. The attainments of the others were very feeble.

Edinburgh.

The students were charmingly neat and dainty in their practical work, but inclined to waste time. The children's class teaching was bright and instructive. The knowledge shown in the theoretical worked papers was above the average.

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Glasgow National Union.

The practical work of these candidates was on the whole very satisfactory; they were quick and neat in their work, and the children's lessons were in the main well given. The theoretical knowledge of the subject was only moderately good. Questions should be more carefully read; several answers were incomplete, and thereby lost marks.

Glasgow West End.

The theoretical knowledge displayed by these students was uniformly disappointing, the answers given to the questions were incomplete and superficial. The candidates' knowledge of recipes was better than that of the science of food or the principles of teaching. A great lack of elementary education was noticeable throughout. There was a considerable improvement in the practical work of the candidates at the end of the year and the neatness and method displayed by them, together with their punctuality in serving the dishes at the practical examination, were very satisfactory.

Gloucester.

The attainments of the students in this school were very unequal. The elementary knowledge of the principles underlying good cookery was decidedly weak; but, on the other hand, the answers sent in on the science of food and the principles of teaching were good, and showed that these subjects had been carefully and thoroughly taught and that the candidates had not neglected home study.

Leeds.

Very good papers were sent in by the students from this school, which, together with the good work done at the Practical Examinations, resulted in all the candidates except one being eligible for a first class diploma.

Liverpool.

The work of these students has been on the whole good, though without distinction. The over-crowded nature of the school and unrest due to an impending change of premises may account for this. The examination papers showed careful study, and a great deal of good information was given.

Manchester.

The majority of candidates obtained excellent marks in the practical work. The knowledge of Cookery shown by the students points to excellent teaching on the part of the staff.

National Society.

There has been a steady improvement in the work of the students at this school. A change of premises checked for a time the course of instruction. Lack of education on the part of some of the candidates resulted in low marks at the commencement of the year.

National Training School.

This school has not yet decided to present candidates for the Board of Education cookery diploma. It is inspected by the Board and the training of the students was found to be satisfactory. The method of teaching children cookery needs improvement.

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Northern Counties.

The training of students for the cookery diploma is exceptionally good, very high marks having been gained by the majority of the candidates. Some difficulty has, however, been experienced by some of the students in passing the Science of Food examination.

Norfolk and Norwich.

The results at this school have been below the average. Lack of education and indifferent knowledge of cookery are accountable for this.

North Midland (Leicester).

The candidates at this school showed good average ability. There was nothing brilliant in their work, but there were few mistakes. They had evidently been carefully trained and taught.

Preston (Harris Institute).

Exceptionally good demonstrations were given to elementary school children by all the candidates taking that section of the examination, and great improvement is noticeable in the practical work of the students. The knowledge of the theory of cookery and food and the principles of teaching was uncertain.

Sheffield.

Little attention has apparently been paid to such important details as cleanliness and neatness when training these students. The children's class teaching was mechanical, and therefore uneducational. A change of staff has no doubt retarded the work of the students for a time. It is to be hoped that better results may be gained next year.

South Wales and Monmouth.

A very large number of students have taken the examinations this year, and a great improvement is noticeable in both the practical and theoretical results. Many of the students acquitted themselves creditably in the various sections of the examinations.

Staffordshire County Council.

This school has not entered any candidates for the Board of Education cookery examinations.

Wiltshire County Council (Trowbridge).

Two candidates entered for the cookery examinations, but only one took all the sections. She gave evidence of a fair amount of knowledge in everything except the science of food and dietetics, in which she was very weak.

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DIVISION II.

TRAINING COLLEGES.

REPORT *for the Year* 1900, *by* A. RANKINE, Esq., *one of His Majesty's Chief Inspectors, on the* TRAINING COLLEGES.

MY LORD DUKE,

I have the honour to present a report upon the Training Colleges of England and Wales which I have inspected during the past year.

Supply of Teachers.

It may not be amiss to begin by giving a few statistics relating to the general supply of teachers in our elementary schools; the work done by the Training Colleges will stand out all the more clearly from such a background. Not counting candidates on probation, the total number of our teachers is 139,818. The number of children in average attendance is 4,636,938, so that there is one teacher to 33 scholars. But of our teachers 30,783 are pupil-teachers, 30,233 assistants, and 16,717 additional assistants under Art. 68, giving a total of 77,733 uncertificated teachers. There are 62,085 certificated teachers, but of these only 36,020 have passed through our Training Colleges. There is thus a certificated teacher for every 75 children in average attendance, but a trained teacher only for every 128. 26,000 certificated teachers are untrained, while the great majority of the whole body of teachers are not even certificated. At first sight this seems far from satisfactory.

The Acting Teacher.

It is true, as was pointed out in the Report of the Board of Education last year, that a considerable proportion of these cannot be classed as untrained, as they have passed through the pupil-teacher course under the superintendence of some of the best teachers and have served as assistants in large schools. Many of them no doubt make excellent teachers. The school of experience is a rough but ready sharpener of the wits. Natural ability and love of their profession have produced some "acting" teachers who compare favourably with the very best products of our Training Colleges, but they are the exception, and the reason is not far to seek. Time for private study is curtailed by work in school, and their practice in teaching is the toil of the day labourer, not the skilfully-arranged opportunities of the scientific student. But they deserve great credit—to sit down after a tiring day in school to get up books for examination and to give up their Saturdays to lectures requires real grit. It is to be feared that the strain takes a slice out of many a constitution.

Last year 3,591 acting teachers were examined in 2nd year papers, as compared with 2,338 students from colleges. What is the meaning of this? First and foremost, the deeply engrained feeling in the practical English mind that there is no science of education, and that very little preparation is required for the practice of the art. The whole system of elementary education is the growth of less than a century. It is not 60 years since children in National schools were arranged in squares, taught by monitors, many of whom were not more than 11 years of age, and superintended by a master who could "learn the

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system" of administering such a school in a few weeks, sometimes in a few days. The idea that the master of an elementary school need not teach, that he was a kind of educational herd, caretaker, or policeman, has yielded to sounder views, mainly owing to the excellent work done by our Training Colleges, but it still blocks the way. Large classes under untrained teachers would hardly be tolerated as they are, were it not for the idea that elementary school children need to be kept in order rather than instructed.

Not enough Colleges.

The second reason is that the number of our Training Colleges is insufficient. Many teachers would gladly avail themselves of the advantages of college life, but there is no room for them. Nonconformists especially are at a disadvantage, as there are many cases of King's Scholars high in the first class who cannot get a place. Another undenominational college for women seems urgently needed.

Day scholars are allowed to attend some of the Residential Colleges where there is class-room accommodation for them, and in the case of new colleges day scholars are freed from denominational restrictions. This is a palliative, but it is not a remedy. If the denominational system is to continue more Residential Colleges are required. Without going into the question of Day *versus* Residential Colleges, it is sufficient here to notice the fact that many teachers prefer residence; and I am informed that Jewish students, if arrangements could be made to meet their hygenic laws, would value the privilege of being admitted into college on a more intimate footing than that of day student, as they are at present.

Consideration of expense.

But there is a third reason which keeps by far the greater number of young teachers out of college. They cannot afford the expense. An entrance fee, outlay on books, dress, travelling, etc., the fact that for two years they will be paying out money instead of receiving, are considerations to deter those who have no money of their own. And then there are home ties, for many contribute to the support of their parents, or are averse to leaving them.

Attainments of the Acting Teacher.

Beyond opening the door into the profession the State does nothing for these teachers. But new needs beget new machinery, and private enterprise has found it pay to lend a helping hand. Coaching institutions, which teach by correspondence and Saturday lectures, have sprung up. Without such assistance the acting teacher could hardly have kept pace with examinations which are steadily increasing in difficulty. If a supply of thoroughly good teachers could be obtained in this way it is evident that our Training College system would be an expensive luxury. But circumstances tell, and these outsiders are heavily handicapped. Their success in our examinations is far from brilliant. One comparison will bring out clearly how they stand in relation to students from Training Colleges. Last year 3,510 acting teachers took papers for the second part of the 2nd year examination. Of these, 439 failed outright, 262 passed in the first division, 777 in the 2nd, and 2,032 in the 3rd. In the same year (1899) out of 1,868 students in Residential Colleges who took the same part of a similar examination none failed, 1,195 passed in the 1st division, 572 in the 2nd, and 91 in the 3rd. As the 3rd division does not qualify to take charge of pupil-teachers the difference means a great deal. Besides this, it must not be forgotten that their purely professional training in the Art of Teaching is confined to the study of a manual for examination purposes and to what they can find out for themselves while immersed in the drudgery of class teaching.

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Suggested remedies.

While this gate, it can hardly be called a side-door, into the profession stands open so wide it is to be feared that a large number of teachers must remain indifferently equipped for their work. If the entrance cannot be narrowed or closed, something might be done to improve the quality of those who are admitted, or at least to relieve the strain of over-pressure. It is easy to suggest as remedies a special syllabus, a lower order of certificate, special colleges, preparation classes, to be supported by County Councils and School Boards, scholarships from the Board of Education conditional on passing the examinations, but hard to find any practical solution which will meet all the difficulties of the case. If the present system of having the same examination for all is thought best, it would be some relief if the candidates might be allowed to take the examination in parts. There may be administrative objections to this, but it would not be such a stride in practice as it seems in theory. There are two parts to the examination, and those who fail in one of these parts are allowed to come up for examination again in the part in which they have failed. If they were allowed to present the parts separately to begin with, they would be able to concentrate their attention on a definite portion of work, there would be fewer failures and less trouble to all concerned.

Preparation classes.

An interesting experiment has been tried during the past year by the London School Board. They have established classes for their assistants, where instruction is given for the certificate examination. These teachers work half-time and are paid £30 per annum. Special attention is paid to their professional training by means of criticism lessons, and skilled supervision in school.

Science classes established or subsidised by County Councils have in several of our great centres been of much service to our teachers, and University Extension Lectures have also helped greatly. In these movements may perhaps be found the germ of a later development.

I observe that there is a provision in the Scotch Code (Art. 83 (d) and 91 (d)) by which grants can be paid to County Councils or other local authorities either within their own area or at an approved technical or other central institution, for the further instruction of teachers in any subjects which may form part of the curriculum of a Public Elementary or Higher Grade School.

The adoption of some such plan south of the Tweed would undoubtedly help us out of some of our difficulties, but I suppose there are good reasons why what is sauce for the Scotch goose should not be sauce for the English gander.

Competition of the Untrained with the Trained.

One more reflection before we quit the interesting subject of the acting teacher. This wide margin of the untrained is at once a danger and a protection to the trained; a danger in so far as the untrained are a cheaper article and can serve the purpose of satisfying official requirements. This competition may in some cases drive a better but more expensive educational article off the market. There is always the possibility of a state of things in which men have to be content not with what is best, but with what will do. It is in this light satisfactory to note that the most important employers of educational labour—our great Boards—are thoroughly alive to the merits of the trained teacher. On the other hand the acting teachers serve as a protecting envelope to the Training Colleges. When an artificial system takes in hand the provision of any article there is always a risk of supplying too much or too little. Were there only Training Colleges in existence as the recognised purveyors of teachers there would always be the danger of a glut in the market, when salaries would go down, or of

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a scarcity, when the schools would suffer. The fringe of acting teachers expands or contracts as the demand varies, leaving the trained teachers in a state of comparatively stable equilibrium.

So much for the great body of the untrained which forms the background of our Training College system. The importance of the subject must excuse the fulness with which it has been treated, for improvements in Training Colleges seem matters of detail compared with the necessity of dealing with this steady intake of acting teachers. Could we but get all our teachers up to the level of the students who leave our Training Colleges the system would be practically perfect.

Additional Teachers.

There are still certain classes of teachers about whom a word seems required before we can proceed to our central subject. A striking feature in the development of our educational system is the increase of teachers under Art. 68 of the Code. In 1879 there were 2,147 of these; in 1889, 5,076; and in 1899, 16,717. These are untrained teachers. The only requirements in this case are that they should be women over 18, approved by an Inspector. At first sight it looks like a recrudescence of the monitorial system. That it is closely connected with the large employment of acting teachers seems probable. For the teacher who is not capable of taking charge of pupil-teachers is recognised as fully qualified to superintend these able-bodied monitors. That there is excellent material among this body there can be no doubt; the reports of District Inspectors prove it; but something might be done to encourage them to move onwards and upwards in their professional studies. Very few of them are drawn into our Training Colleges. They are too old as a rule, and have not the intellectual alertness to master new and difficult subjects.

Higher Grade Teachers.

For some years back attempts have been made to induce teachers of a higher grade to take up elementary work. Since 1882 graduates and women over 18 who have passed certain University examinations are eligible to become assistant teachers. The number of persons who have taken advantage of this opening is at present only 96.

In the Code for 1896 a provision was inserted by which graduates with a teaching diploma can be recognised at once.

Up to this date (November 1900) 36 such graduates have crossed the line.

In 1896 certain University, University Local, and other examinations were recognised as qualifying candidates for admission to engagements as pupil-teachers. Very few have availed themselves of the opportunity.

The effort to open the career of elementary education to persons from the higher ranks of education can hardly be described as successful. The chief reasons are probably ignorance of the advantages which such a career presents, social prejudice, and the feeling that once an elementary teacher always an elementary teacher. On the other hand, an increasing number of our teachers, both in and out of college, are taking University degrees. Were elementary and higher education joined together as parts of one organic whole both would be strengthened by the union. The elementary system has grown up by itself, and has lived too much apart. The effect upon our Training Colleges of the broad line of demarcation which marks off the lower from the higher branch has been somewhat narrowing and depressing. A profession which has no prizes and which demands at the very outset a vow of self-abnegation, a declaration that the trained teacher will devote himself to elementary education, and to that alone, is not likely to attract the keener spirits in search of a career. All teachers need

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training, and a complete training ought to embrace both secondary and elementary work. Secondary teachers might profit greatly by studying the groundwork of all teaching, and elementary teachers would gain by association with a wider and more liberal culture.

King's Scholars.

The main source of the supply of teachers is found in the King's Scholars. These are pupil-teachers who have passed with credit the examination held in December of each year for admission to Training Colleges. In December, 1899, 12,120 were examined, and 6,419 qualified for admission by passing in the 1st and 2nd class. But admission is practically confined to those who pass in the 1st class; and even that, unless the position on the list is high, will not ensure entrance into some colleges. Thus the average position on the list of men who got into Isleworth last year was 139, into Battersea 326.

Pupil-teachers.

As matters at present stand the supply of certificated teachers depends on the supply of pupil-teachers. The latter are diminishing in quantity, but improving in quality. In some quarters there is a growing opinion that the whole system of apprenticeship might be discontinued with advantage. Be that as it may, there can be no doubt that the measures taken to shorten the hours spent in teaching and to improve the curriculum, combined with the efforts of the Boards and Managers to systematise instruction by means of Centres, have had a great effect in raising the general level of acquirement. The pupil-teacher is a sounder scholar, he enters the Training College better prepared in elementary subjects; but a great deal still remains to be done to improve his methods and give him a practical grip of the principles of teaching.

In a great many of our best schools the pupil-teacher is a supernumerary as regards the minimum staff required by the Code, and serves under a headmaster who is not tied down to a class, but has both the ability and time to guide and criticise his pupil. In too many cases, however, these conditions of good training are absent. The school in which these young people are apprenticed is sometimes itself far from a model, the head teacher has to do his own work and that of an assistant, and they themselves are absorbed by the class which is entrusted to them. And the worse the conditions usually the more numerous the pupil-teachers, because they are considered to be cheap. Habits are then acquired which the systematic and scientific training in College fails to eradicate. They may learn the better methods, but the old tricks recur. Considerations of this kind are all the more serious because so many of them become assistants and afterwards certificated teachers without ever having had any scientific training at all. Surely, looking to the importance of this subject, it is not too much to ask that, if the system of apprenticeship is retained, those young teachers should make their educational start under teachers specially competent to direct them and to be an example to them, and in schools where all the arrangements are thoroughly satisfactory. The nurseries of our teachers require attention, for in their case the proverb is peculiarly true that the beginning is half the whole. To secure proper attention to professional studies on the part of those King's Scholars who do not enter college every assistant might be required within a fixed period to pass in Part I. of the syllabus for the 2nd year. This would not be much, but would always be something in the right direction.

From every standpoint the necessity of training the teacher has been forced upon our view, but we have seen that comparatively few teachers are really trained. We have now to deal with the immediate

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subject of this report, the specialised machinery which exists for this purpose—the Training Colleges of England and Wales.

The Training Colleges. There are 61 of these institutions, 45 Residential and 16 Day Colleges. The former have in residence 3,866 students, and in addition are attended by 138 Day Students. The latter give instructions and training to 1,196 students. All students are required to take a two years' course. The privilege of a third year's training is accorded to a select few. Last year 47 in Residential Colleges and 99 in Day Colleges had their studies thus prolonged. The yearly output of teachers from all the colleges is at present 2,500. There are 36,000 trained teachers altogether, so that allowing six per cent. for tear-and-wear the annual increase is under 400. Now, a trained teacher to every 100 children in average attendance does not seem extravagant, but to meet such a demand 46,000 teachers will be required, or 10,000 more than we possess. At the present rate of increase it would be 25 years before this modest requirement could be satisfied, assuming that the average attendance (4,600,000) remains stationary, which, it is to be hoped, will do no such thing.

Their insufficiency. The supply, therefore, of means of training cannot be said to be adequate to the need. More colleges are required. By what means these are to be provided is a question into which it would be out of place to enter in a report of this kind. The Denominational system deserves the gratitude of all friends of education for what it has done. When there was no education for the poor, the religious bodies undertook to supply it. They may sometimes have prevented others from doing as well or better than themselves, but on the whole, they have done a noble work nobly. But times are changed, and elementary education has changed with them.

The old and the new. Before the beginning of this century there was education and there were teachers, but there was no system. Scientific methods of education would have been laughed to scorn. One rough-and-ready plan sufficed. The schoolboy was led to the waters of learning, and if he would not drink he was thrashed till *quant. suff.* was imbibed. The teacher had an avocation—not a profession. The idea had not emerged that he required to be as carefully prepared for his work as the doctor and the clergyman for theirs.

The Residential Colleges. If the education of the upper-classes was bad, that of the lower was practically non-existent. In the early years of this century the drawing together of population into great centres, owing to the development of manufacture and commerce forced into unmistakable prominence the fact that hordes of young children were growing up in semi-savagery. Wealth could not hide nor power suppress this fact. The National conscience awoke. The British and Foreign Society (1808) and the National Society (1811) took in hand the education of the masses. Government grants began in 1833 in the form of a subsidy to these societies. It was not till the foundation of St. Mark's College in 1841, and Borough Road in 1842, that grants were made to Training Colleges.

The idea that the State might itself undertake the supply and management of Colleges had been suggested and rejected. The Committee of Council in their minute of 3rd June, 1839, record their opinion that "the most useful application of any sums voted by Parliament would consist in the employment of these moneys in the establishment of a normal school under the direction of the State, and not placed under the management of a voluntary society." They

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experienced, however, so much difficulty in reconciling conflicting views with regard to religious instruction, that they were compelled to postpone taking any steps until greater concurrence should be found to prevail—to the Greek Calends as it proved. One solitary attempt in this direction was made in 1850, when a college was opened at Kneller Hall to train Poor Law schoolmasters. It did not attain its end and was closed in 1855. Its staff were able and distinguished men. The Principal was Dr. Temple, now Archbishop of Canterbury, the Vice-President was the late Mr. Palgrave, afterwards an Assistant-Secretary in the Education Department, and Professor of Poetry at Oxford. It had an excellent library, and the management and teaching were on high and liberal lines. It was an attempt to cut blocks with a razor, and broke down, not because the men it turned out were too good for their work, but because they were too good for their pay and position.

It is interesting to look back at those old days. The retrospect is invigorating, for it shows the advance which has been made; it is also instructive, for it explains many of the defects which still cling to our system. There was at that time no question of giving educated youths a special training in the art of teaching. The material to be operated on in this way did not exist, it had to be created. Hence the pupil-teacher system, and hence the air of humility which so long pervaded the atmosphere of elementary education. On the fallacy that "who drives fat oxen should himself be fat," it seems to have been supposed that he who was to teach the poor and ignorant should himself be poor and ignorant. An early report on Battersea College gives us some information as to the class of students who were admitted. "'27, being one third of the whole number, had been schoolmasters or assistants in schools, 10 or one-eighth were master tradesmen or manufacturers, 13 clerks, shopmen, or overlookers, 4 labourers, 2 gentlemen's servants, 1 a surgeon, 1 a master mariner, and 4 of no previous occupation.' Their average age was 24 and some were 30 and 40 years old. We are told that no part of the training given was more carefully attended to than the moral discipline of the students in humility and self-denial. A large part of every day was employed in manual labour in the garden, which was brought into cultivation by the students; and with the exception of a matron, who acted as cook, no servants were provided. The teachers assisted personally in such carpenter's and mason's work as was required in the building, and the diet was studiously simple, being provided in great part by the cultivation of the garden." The diet in some of our Colleges is still simple, but not quite so idyllic as this.

Our earlier colleges were all provided by religious bodies, assisted by building grants from the Committee of Council, and they were mainly supported by an annual subvention. So powerful was the influence of the religious bodies that when the reports of Inspectors began to become disagreeable to them they claimed a veto on their appointments, and secured that the examination of their colleges and of their schools should be carried out by clergymen belonging to their own denominations. But those who pay are sure to govern in the long run, and those who fee the educational piper set the tune. So great was the power of the Central Authority through its hold on the purse strings, that the Commissioners of 1860 could say of the trained teachers: "They are almost creations of the Committee of Council, and it exercises over them so powerful an influence that it is responsible not only for their errors, but, so far as they are remediable, for their deficiencies"—a

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heavy responsibility, and one which has not grown lighter as the years have passed, and regulations have followed regulations.

The Day Training Colleges.

Of all our Residential Colleges only two, Edge Hill and Homerton, are styled undenominational. From 1841 our Training College system quietly developed on the old lines till 1890, when a new element was introduced in the shape of Day Training Colleges. Of these there are at present 16. They are all connected with University Colleges. It was a step in the direction of bringing elementary education into organic coherence with the general intellectual life of the country. They have been eminently successful, but have their difficulties. In common with the Residential Colleges they suffer from that affliction of most public and private bodies—lack of funds, and from the want of preparation for higher studies in their students when admitted. The superstructure is conditioned by the foundation, and until our pupil-teachers have reached a higher level of attainment, or our colleges can draw from a more highly educated class of candidates, the training given in these institutions must suit itself to the material with which it is supplied. But the Day Colleges have special difficulties of their own. The task of pursuing technical studies, and at the same time preparing for a degree involves a great strain, and the one or the other branch of study is apt to suffer. Their course of training is in most cases for two years only, while a University degree requires at least three. The result of this is that many complete their degree work while serving in schools,—much to their credit, but against their health. The Universities are in a dilemma: if they take in candidates of higher attainments who have had no experience of school work special arrangements have to be made for instruction in practical teaching; if they take in those who have lower attainments, but have been pupil-teachers, the difficulty arises how to make much of them in purely University classes. The fact that these institutions are not residential is also somewhat against them. Hostels have been provided in some instances, but to do so completely for all students is at present impossible. The great majority of the students must live in lodgings or with their friends. The difficulty of exercising proper supervision over lodgings makes the authorities prefer those candidates whose parents or near relatives live in the University town. The students in Day Colleges thus lose one of the most important influences which is exercised by collegiate life. It is satisfactory to know that these students mix in the general life of the colleges, take their part in the sports of the cricket and football fields, are leaders in the debates of the Unions, and are winning their fair share of University distinctions Especially is this the case at Oxford and Cambridge, where a majority of the normal students are members of colleges.

The Day Training Colleges which I have inspected seem to me as efficient as is possible in the circumstances. Possibly the circumstances might be more favourable. They all suffer from the rawness of the material which they have to work up and the lack of funds. They would do more in the direction of providing scholarships and hostels if the means were at their disposal, but they are poor.

There is this to be said for the pupil-teacher and King's Scholarship system: that it has been a shaft driven into darkness—a ladder let down by which humble merit could emerge. When help is given it should be given liberally. There should be nothing in the nature of poor-relief in rewards given to learning, and if our students are to study on the same level as their compeers they should be enabled to live on the same level.

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Even the Alma Maters themselves are but step-mothers as yet to their new nurslings. Oxford and Cambridge have not quite made up their minds whether education is a science after all, and they eye the normal student with about as much favour as they do the girl graduate. But they have too little cause as yet to be disquieted. The elementary teacher is not wealthy, and the tariff at our ancient and venerable seats of learning is high. The non-collegiate student must spend about 80*l.*, the collegiate considerably more. A Queen's Scholarship of 25*l.* does not take him half way. However, kind hearts have lent a helping hand, and scholars of European reputation have not disdained this humble freshman with his little Latin and less Greek. Colleges have offered scholarships and exhibitions, and a great deal has been done by the Toynbee Hall Pupil Teachers' University Scholarship Committee. Thanks chiefly to the liberality of the Drapers' and Clothworkers' Companies, 26 Toynbee scholars are now studying at the Universities—13 at Oxford, 13 at Cambridge. Of these two-thirds are collegiates. All live like ordinary students, and enjoy the full life of the University. These scholars, all of whom have been pupil-teachers, are doing remarkably well. Last year 62 per cent. of the 3rd and 4th year men were classed in Honours, a result much above that obtained by men coming up from schools specially designed to prepare for the Universities.

Oxford and Cambridge.

Toynbee Hall.

This attempt to bring the highest and the lowest education into vital connection, so that one life should pulse through the whole, is as sensible and practical as it is noble. It recognises two great principles—that no education is too good for the teacher, and that the Universities are for the nation, and not for a class. The day of beggarly elements is past. It was held, and not so long ago, that a teacher need know nothing beyond a smattering of what he is to teach. Now it begins to be recognised more and more that the best subjects for training the mind are not necessarily those which a man will have to teach; that it takes a master, not an apprentice, to make instruction simple, and that it requires uncommon science to bring out the science in common things, and make the general idea glimmer through the mist of facts.

> . . . . who aimeth at the sky
> Shoots higher much than he that means a tree.

In the endeavour to give our elementary teachers a thorough training in a short time we have made them dabble in too great a variety of subjects; better to be master of one subject than Jack-of-all. In the sublimer air of our Universities pretentious ignorance withers and dies. To secure the best results in any kind of work there are two fundamental conditions—time and money. In elementary education we need more time and more money. A course of three years, one of them to be mainly devoted to purely professional training, would not be too much, and in the case of University students it is thought by some authorities that it would be better to let the men take their degrees first undisturbed by other work, and then call upon them for a period of continuous training in the science and practice of teaching. There seems some ground for supposing that the mixing of the two handicaps the teaching student compared with the youth who has nothing but his degree to prepare for, and leads to the practical work, which, after all, is the important part for the teacher, being reduced within as small limits as possible With regard to the fear

Time and Money conditions of successful production.

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Little Leakage.

which has been expressed that in educating our elementary teachers highly we are furnishing them with wings to soar into other regions, it is satisfactory to be assured by the authorities of the Colleges at Oxford and Cambridge that so far as they can gather not more of their men quit the profession for which they have been trained than is the case with those scholars who leave Residential and Day Training Colleges. There is a natural tendency for them to try for Higher Grade positions, but the great majority are working in ordinary Elementary Schools.

By the Code of 1899 [Art. 115 (d)] admission to Training Colleges was opened to persons who had passed certain University, University Local, or equivalent examinations. In 1899 18 took advantage of the permission; this year (1900) about 60 have been admitted. This may be the small beginning of an important change. So far as it is possible to judge of general characteristics from so small a sample, students from secondary schools appear to be better material than the pupil-teachers. They are intellectually more docile. They have greater mental flexibility. They have not acquired fixed habits of educational practice which prejudice them against new ideas. They possess a keener appreciation of the principles of method. They follow the lectures with more interest, and they seek to apply what they have learnt; but at first they are not so good in class management, in keeping discipline, and in general power of control. They find it difficult to think of the lesson and keep their eyes on the class at the same time. They are diffident and hesitate, but this wears off appreciably in six weeks. They will be a valuable addition to the teaching power of this country.

Higher work in the Residential Colleges.

The Residential Colleges are not lagging behind their younger rivals. They, too, are striving strenuously to get into touch with the higher life, to give their students more opportunities for self-development, to open up for them not only wider spheres of practice, but a more intellectual atmosphere. A few facts with regard to what they are doing in the matter of the higher education will bring this out. Darlington and the two Colleges in Durham are now affiliated to the University, so that the students can attend lectures and qualify by residence in them for the Durham degree. London University has been approached by some of our London colleges, but their advances have not been received kindly. This is to be regretted, for the colleges would be stimulated, and the University might itself stand the firmer the broader its foundation. That these institutions are doing good work in the direction of University degrees will be shown by a few statistics comparing their success with that of the Day Training Colleges. Last year from the Day Colleges 71 students were presented for the examinations of London University, of whom 28 passed; from the Residential Colleges 401 were presented, of whom 164 passed. For the examinations of the Victoria University 136 students from Day Training Colleges were presented, and 112 passed; from the Residential Colleges twenty were presented, and 13 passed. The examinations of Durham University were taken by 45 from Day Training Colleges, who all passed, and by 46 from the Residential Training Colleges, of whom 40 passed. The returns are from 33 Residential to 16 Day Colleges, so that a comparison of results is difficult, but one or two points may be noted. Battersea, Borough Road, Chelsea, and Stockwell are more successful than any four Day Training Colleges. It is also evident that the Victoria and Durham examinations are easier than those of London. It is also pretty clear that, if the Day Training

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Colleges are admitted within the University shrine, there can be no very strong reason for keeping the Residential Colleges in the court of the Gentiles.

University examinations

Another interesting point arises in the consideration how far these University examinations take the place of those of the Board of Education. Our examinations for both years are divided into two parts. Part I. includes the more professional subjects, such as:—Teaching in Theory and Practice, Reading and Repetition, English Composition, Drawing, Music, Needlework, and Arithmetic. Part II. embraces the more general subjects. All students, whether from Residential or Day Training Colleges, must pass in Part I.; with regard to Part II. there is a difference. All those students who offer an approved University examination, such as the B.A., B.Sc., Inter Arts, Inter Science, or B. Litt., substitute that examination for Part II. Those who fail in the examination are classed either on the strength of their papers or according to the results of an examination held by their own colleges. The classification is made in the first instance by the authorities of each College, but is submitted along with the papers to the Board of Education with whom the decision finally rests. Co-ordination and unity of standard are thus obtained. The Day Training Colleges have a further privilege: those of their students who cannot take a University examination, and such are still in a large minority, may present a programme of studies. If this programme is approved at Whitehall it takes the place of Part II., and the procedure is the same as that above mentioned, with this exception, that they are required to pass either in their first or second year in a general paper on English Geography and History set by the Board of Education. It will thus be seen that the central authority is beginning to divest itself of examinatorial functions, and the question arises whether this practice might not be carried further with advantage. To allow the Residential Colleges to present Time Tables and Programmes on the same terms as the Day Colleges would be but a slight step in advance. A few probably would avail themselves of the privilege at once, the greater number would not. Our examinations suit them, use and wont are in their favour, and in spite of a little local irritation here and there—was there ever examination or examining body which did not at some time or other touch someone on the raw?—our Colleges are content with what they are pleased to call the ability, common-sense, and humanity of the Board of Education. Besides they are saved trouble and expense, and probably discord.

In criticising what is accomplished by our Training Colleges, it is only fair to distinguish between those shortcomings which are the result of circumstances for which they can hardly be held responsible, and those faults which are the result of their own action. The actual work which they do is first-rate of its kind; on their own level they could not do better; that they do not attain a higher level is due to conditions which are imposed on them partly by their historical tradition, partly by the conditions under which they work as part of a government system, but mainly by want of funds. The general method in which English institutions develop is illustrated by the history of our educational system. At first sight it is difficult to detect the system. Everything seems accidental, confused, piecemeal, a living from hand-to-mouth, a maze without a plan. But as we look closer we see that there is a governing spirit, that a true instinct shows itself in the quiet, steady, bit by bit progress, which is attained by taking advantage of

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existing machinery and rival interests, yielding here, compromising there, muddling sometimes, but always muddling forwards.

Finance of the Residential Training Colleges.

The finance of our institutions is the pulse by which their state of health may be detected. In paying Government grants the idea dominant for a long time was that local contribution is the only safe basis for lasting institutions. This idea has suffered great modification of late years, more in the case of grants to elementary schools than to colleges for training their teachers, which still remain on a somewhat conservative basis. But considerable changes, as we shall see, have been introduced, and the mode of paying grants to the Day Training Colleges presents decidedly new features. The earliest grants paid for the training of teachers took the form of sums paid direct to the British and Foreign and the National Societies. In 1846 entrance scholarships of £20 and £25 were given to the most proficient pupil-teachers, and sums of £20, £25, £30 were paid on account of each student according as he completed one, two, or three years of training. As an inducement to enter college, special grants, differing in amount according to the class of certificate, were offered in augmentation of trained teachers' salaries, but only if a free house and a further salary equal to twice the grant were provided. Up to 1864 annual sums of £1,000 to the National Society, and £750 to the British and Foreign Society, were paid for the general support of normal schools connected with these bodies. No such grants were made to any of the other religious educational bodies, but payments were made alike to all colleges under six heads: (1) Books, maps, diagrams. (2) Scientific apparatus. (3) The ordinary augmentation grants to all certificated assistants. (4) Grants to lecturers—£100 a year to resident lecturers, but not more than three such grants could be paid in each college. (5) The Queen's Scholarship. (6) Grants according to the examinations passed by students at the end of their training. In 1864 the system which still regulates the grants to the residential colleges was introduced. Direct payment under the above heads were abolished. The grants are drawn from a fund which stands to the credit of each college in the books of the Board of Education. When a teacher, who has been trained in a college during two years, obtains a certificate after a period of probation in school, £100 in the case of a master, £70 in that of a mistress, is placed to the credit of the college. These sums are not paid; the fund is merely a book entry. The grant actually paid is limited by Art. 125 (b) of the Code, which does not allow the grant to exceed £50 for each man and £35 for each woman in residence throughout the year for which it is being paid.

Precautions against teachers leaving the profession unnecessarily.

The idea at first, no doubt, was to give the colleges a strong inducement to see that the students took service in elementary schools; but service in Army, Navy, Poor Law, or Industrial schools satisfies the condition, and in the case of Day Training Colleges this provision has been abandoned altogether. The annual grant to Day Training Colleges remains unaffected, whether the students take service in such schools or not. It is hardly necessary to take precautions against leakage from the profession, beyond the declaration signed by each student on his entry into the Training College. There is very little leakage, and only such as hardly any precautions could prevent. The reason is simple, only those who have a real love of teaching or who have no chance of anything better are likely to devote themselves to a laborious course of preparation for a profession in which there are so few prizes. In the case of women this is obvious; they are faithful till death or marriage sets them free, and against these what precautions can avail? The

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only case in which an effective check is exercised is in that of teachers entering the public service. They are required to refund the cost of their training before they can be admitted as Government servants. Even this seems a little hard in the light of the announcement by the Committee of Council in 1846 who, in order to attract students to the colleges, stated that they hoped to add another incentive "By opening to such as might not display the highest qualifications for the office of schoolmaster an opportunity of obtaining employment in the public service under such regulations as may be hereafter adopted."

The phantom balance.

Some colleges have considerable balances standing to their credit, on the books of the Board of Education, as described above. They must have been very economically managed, but economy is not always a virtue. The ideal of comfort and elegance in our colleges till lately has not been high. This has not been the fault of the colleges themselves so much as of the low standard applied to elementary training and the difficulty of obtaining voluntary contributions to supplement the Government grants. This difficulty increases, for it is one of the characteristics of State help that it tends to dry up the sources of self-help. The contributions from individuals and societies are much less in proportion than they were forty years ago, while the demands upon the students in the way of fees and books are much heavier. The weakness which has beset the Colleges from the first, and which still clings to them is their inability to spend enough.

The 75 per cent. limit.

By Article 125 (a) of the Code the grant to a Residential College must not exceed 75 per cent. of the certified expenditure. This limitation does not apply to Day Training Colleges. The meaning of this is that the managers of a Residential Training College must provide from sources other than grant at least one-fourth of the expenditure. In practice it comes to this, that the managers do not, as a rule, provide more than one-fourth. The minimum prescribed has become the maximum accomplished. Taking the last balance-sheet, it appears that the total approved expenditure in the Residential Colleges was £193,428; a fourth of this is £48,357, which deducted leaves £145,071 for the amount of the Government grant calculated on this basis, independently of other considerations. The amount of grant actually paid was £140,306 17s. 5d., exclusive of the additional grants for science and drawing, amounting to £9,242 12s. 6d.

Income from voluntary contributions and fees.

Before leaving the finance of the Residential Colleges it may be as well to notice that while the grant from the Board of Education is £149,548, the total income from contributions of charitable bodies and diocesan boards (£11,782), individuals (£3,911), and collections (£190), only amount to £15,882. The bulk of the income from sources other than grants (£39,006) is contributed by the students themselves in fees (£31,832), and payments for books (£7,621). The fees are paid on entrance, and vary in amount in the different colleges. The highest limit reached appears to be £25, which though not excessive in itself for a two years' course, marks a change of standpoint from the old days when the education was in most cases practically free, and it may have something to do with the fact that so many pupil-teachers prefer to take their certificates by examination simply, without the preliminary course of training.

Difficulty in meeting necessary expenses.

There are two voluntary contributions, and these the most important on the part of the Residential Colleges, which cannot be shown in the account of income and expenditure. The first is the time, trouble, and thought bestowed on their management; the other the large sums invested in buildings. In both of these respects they deserve the

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highest consideration. But the old enthusiasm which poured forth the first full stream of voluntary effort no longer exists. They have suffered as the Voluntary schools have suffered, but without the same help. To them has come no abolition of the 75 per cent. limit, no fee grant, no Aid Association. They may have been too proud to plead poverty, but they have felt the pinch. In particular, the salaries of the staff and the arrangements for pensioning them are not in all cases adequate to their position, especially is this the case with the normal teachers, the real professors of education—the engineers of the ship; but most of all is the strain felt of bringing buildings and apparatus up to the high level of modern requirement. Few of them can compare with the best Board schools in respect of class-rooms, physical and chemical laboratories, gymnasia, and swimming baths. This is not to be wondered at. Hardly a week passes but plans are sanctioned for schools costing from 20,000*l.* to 45,000*l.* If a Training College has to spend a few hundreds in improving or a few thousands in increasing its accommodation, the result is too often that weariness and vexation of spirit familiar to borrowers.

Finance of the Day Training Colleges.

From the finance of the Residential Colleges we now turn to that of the University Day Training Colleges. Apart from that connection with Universities which obtains for the students the benefits of attending the lectures of professors, there is no essential difference between these and the Residential Colleges except as regards residence and the amount and conditions of grant. The amount of grant is less and there are no conditions. There is no question of placing grants to credit; they are paid annually: £10 to the Committee for each Queen's scholar, and £25 to each man and £20 to each woman, and there is no limit of 75 per cent., nor indeed any reference to expenditure. The principle of local contribution has been abandoned in their case. Last year the income of the 14 colleges from grant was £35,033 2s. 6d., from all other sources, £1,874 6s. 1d. In six out of the fourteen there was not a penny from any other source but grant, and Nottingham contributed fourpence. In the statement of account the fact is not shown that the colleges contribute the use of premises and half the ordinary fees for lectures and the privilege of association with the higher life—all valuable assets. The fees paid by the students come out of their scholarships, with the result that a bare living is left to them—£13 on the average for all other expenses. The expenditure last year exceeded the income by £1,075 4s. 9d. The colleges are, I believe, unanimously of opinion that the grants are too small. Students living in lodgings can hardly be expected to cater for themselves so reasonably as the Residential Colleges who deal on a large scale and on a well thought out system can do for their students. Whatever their intellectual pabulum may be, it is a prime necessity that our young teachers should have well-nourished bodies. Unless therefore we draw our teachers from a class who can contribute considerably to their own support, it would seem that some addition should be made to their scholarships. Where the additional contribution is to come from is another question.

Arrangements for practical instruction.

A word or two in conclusion on the course of studies which is pursued in the colleges and on my own work. A detailed account of the subjects taught and the methods employed in teaching them would be of interest to all who regard education from a scientific point of view, but this must be deferred till wider experience and more thorough study enable me to do justice to the earnest band of workers who are doing so much to lay firm and sure the foundations of our national life.

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I have not yet been able to visit all the colleges, but I have seen enough to warrant me in saying that the State need not grudge the money which is spent upon these institutions. One of my predecessors has said, "the Training Colleges are an admirable bargain for the country." I fully agree. They are efficient, and they are cheap. They might be more efficient if they were not so cheap.

There is one want which they do not suffer from: they get enough inspection to satisfy them, at least I have heard no desire expressed for more, though frequently for less. The different branches of inspection are quite independent of each other; each examines independently and reports independently, there is neither co-ordination nor subordination. Cookery, laundry, needlework, singing, drawing, have each its specialist, and to every science there is an examiner. I suppose I may be called a generalist in so far as I have to report upon the arrangements and the teaching generally. I am a specialist in so far as the most laborious if not the chief part of my work is to hear every student read, recite, and teach. As individual examination in elementary subjects has been abolished in schools it seems somewhat incongruous to retain it in colleges. Why a sample should not be sufficient to determine whether the reading and recitation is being properly taught is hard to see. The real point is to make sure that proper methods of teaching are practised, that attention is paid to voice formation, to intelligent appreciation of the matter, and to tasteful and emphatic rendering. Where this is done it might surely be allowable to let the colleges mark their own students. All that the central authority need require is that proper arrangements for instruction in the subject should be made and carried out effectively.

With regard to the teaching, the practice has been to assign the mark after hearing a set lesson carefully prepared beforehand. This formal lesson has its advantages. It shows the teacher at his best as regards language, manner, illustration, and preparation, of notes, but it is delivered under artificial conditions, and affords no test of a student's power of governing a class. I prefer to see the students actually at work in their ordinary course of training in the practising schools. Their work is then seen in its usual surroundings, not abstracted from its natural conditions. Teaching in school is warfare, the formal lesson is a dress parade. This subject is so important that it would not be advisable to sample the lessons. Every student, in his practical work, should come directly under the observation of the inspector; but the marking of the college authorities might be accepted so far as the relative position of the teachers is concerned. The standard of marks, so that the colleges may be fairly dealt with, is what the inspector has to settle and arrange. If the college authorities are competent to teach, they are competent to mark, and the personal acquaintance of two years is more likely to assign a student's right place, than the cursory review of twenty minutes. This practical work is of the highest importance, for it is that which makes the teacher. If a teacher has not practical skill, however highly instructed he may be, he must fail in performing this duty. The requirements of the syllabus are that a student during the two years of training should spend not less than 150 hours in practising and model schools under proper superintendence. As is so often the case with official requirements, the "not less" when applied in daily life turns into "not more." 75 hours each year is the almost universal limit, neither more nor less. Five hours for five days a week for three weeks satisfy the condition. It is not enough, but the pressure of so many subjects and

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the shortness of the course make other and better arrangements for the present I am afraid impossible. Too little time is devoted to seeing that the scientific lessons of the normal master are driven home by practice, and that the student by actually doing what he has been taught realises principles and forms correct habits. The scientific training itself is carefully and thoroughly attended to. In addition to lectures on the theory of teaching, criticism lessons are held once a week. These are attended by all the students, and are followed by a discussion of the methods employed by the particular student selected to give the lesson. The lesson itself usually lasts for half-an-hour, the discussion for an hour. The master of method also gives at regular intervals model lessons, and demonstration lessons are given by lecturers on special subjects. There is in most colleges a union in which debates on educational and other subjects are held and essays read and criticised. I have listened to papers and discussions on such subjects as "The Heuristic Method," "The Limits of Kindergarten," "The Pleasures of a Teacher's Life," etc., with the greatest interest. The women show to as much advantage as the men in these educational amusements. After the criticism model and demonstration lessons it is usual for the students to reduce their views and opinions to writing. These criticisms are then examined by the staff and a final decision is arrived at. In this way a scientific system of thought is built up. When in the Practising Schools the students have to keep note books, in which they enter the lessons given and their observations on such points as the ventilation apparatus and organisation of the school in which they are teaching. They are also encouraged to cultivate the power of sympathetic observation, so essential to the success of a teacher, by entering an account of any peculiar characteristics which they may observe in their pupils; for as with the doctor, so with the teacher, everything turns on the correct diagnosis of the particular case. Visits of observation to other schools are made in all the colleges with which I am acquainted; and the pathology of education from which so much can be learned is not neglected, for visits are made to schools for the Blind, the Dumb and the Defective.

Modern Languages.

So much for the purely professional training. With regard to the subjects of general instruction continued progress is being made. All the examiners who looked over the papers worked at last certificate examination report improvement, and this is borne out by the success of the colleges both in our own and in University examinations. None of the subjects calls for special mention, with the exception of modern languages, which at length are receiving some of the attention which they deserve. The results cannot be called good, but there is an advance, and the prospect of better work in the future. The presence of French and German teachers in our colleges, the practice of speaking, and the recitations which are now required from all the students who take up these languages, and more rational methods of teaching, are contributing to make these subjects both educative and useful.

Third Year students who study abroad.

Helpful in this direction is the arrangement by which students who take a third year's course, under Art. 120, can spend the year abroad. The idea of a third year's course is not a new one. It was carried into practice in the olden time, and the Committee of Council gave higher grants on account of third year students, but not enough to enable many to take advantage of the additional year. The students could not afford to wait so long before beginning to earn a livelihood. The practice used to be to keep the weaker students,

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now it is the stronger who are selected for the extra training. It would not be amiss if the three years' course were expected from all. It is a step in the right direction to allow students of special merit to take a third year either at the college or elsewhere. Permission to take the third year abroad was first given in 1893. The intention was to give an opportunity of studying a foreign language, and foreign educational ideas and methods. It was also thought that such students might on their return become a valuable addition to the staff of our Training Colleges. Germany, France and Switzerland are the countries in which they study. They are selected by the authorities of their colleges from those students who, besides other qualifications, possess such a preliminary knowledge of the languages as may enable them to find their way about, and to follow with understanding a lecture on education. While resident abroad they send home reports at intervals on their educational observations and experiences; the later papers must be written in the language of the country. I have read several of these with interest and edification; they are often valuable documents. At the same time the students are preparing for an examination when they come home, either for a University degree or on a specially approved programme of studies. The approved programme includes the language and literature of the country in which they have been living. The questions are prepared by the Training College authorities who conduct the examination. The worked papers and the marks are submitted to the Board of Education for final approval.

This movement deserves to be encouraged. It would be well if more students could obtain this privilege. Foreign nations are beginning to send their teachers to us—not, let us hope, to spy out the nakedness of the land are they come, but rather to study our ways and be wise. In any case the fruits of such a generous reciprocity can only be good, and the teacher may be a powerful instrument in helping monarchs and statesmen to bring about righteousness and peace.

In conclusion, may I be allowed to thank the Committees of the Colleges which I have visited for the patience with which they have listened to my reports and the readiness with which they have carried out my suggestions. To the Principals and Staffs of the Colleges I am under a debt of personal obligation for their unfailing courtesy and kindness. I wish my visits could be as useful to them as they are pleasant and instructive to myself. With regard to the students I venture to say that the State has every reason to be satisfied with the results of what it has done for them. Would that there were more of them!

To build fine schools, to provide elaborate apparatus, to compel the children to come in, to arrange schemes of lessons, all these things are good; but there is one thing more which is essential—without a good teacher a school is a body without a soul.

I have the honour to be, etc.,

ADAM RANKINE.

To the President of the
Board of Education.

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SPECIAL REPORTS.

(1) TRAINING COLLEGES FOR MEN.

BANGOR.

(British and Foreign School Society's Training College.)

Visited in June.

Each student now occupies a separate cubicle. The cubicles, though much too small, are a great improvement upon the former arrangements.

The disipline of the College is not, I consider, what it ought to be, and steps should be taken to improve it.

The practice of the students should be more fully supervised. It should be individual and detailed.

W. S. C.

BATTERSEA.

(National Society's Training College.)

Inspected in May, 1900.

There are 116 students on the roll, of whom 46 are preparing for University Examinations. The average position on the Queen's Scholarship List at admission was 326. The average salary obtained on leaving is 90*l*. The additions and improvements referred to in last year's report have been carried out, and the premises now only need a new dining hall to complete them. The library of 700 volumes only is hardly worthy of the size and reputation of this institution. There is one Practising School of 220 boys attached to the college. Besides this five large Board Schools are used. The headmasters supervise the students' work and report upon it to the College authorities. Every Thursday afternoon two hours are devoted to technical exercises. These consist of criticism lessons, model lessons, discussions, lectures by specialist, and once a month some well-known authority on education is invited to address the students. Mr. Taylor, the Master of Method, deserves the greatest credit for the practical skill which the students display in the art of teaching. The Volunteer Corps, under Major Griffiths, continues to flourish.

A. R.

BOROUGH ROAD (ISLEWORTH).

(British and Foreign School Society's Training College.)

Inspected in February and in June, 1900, with Messrs. Hitchins, Field, Marvin, Ussher, and Dale.

Of the 139 students in training and presented at inspection, 65 were in their first year, 69 in their second, and two in their third. Three were foreign students, this college continuing, by the admission of a limited number of foreigners, to justify the title of the parent society. It is a noteworthy and encouraging fact that its former students resident abroad show their regard for their old college in very substantial ways. Buildings are in excellent order, but provision for invalids is not in the most suitable place, and the students' common-room is not, as it once was, the best of its kind. The college has lost the valuable services of Principal (now Professor) Withers, and some minor changes have taken place in the composition of the staff. The work done maintains a high level.

I conferred with a well attended meeting of committee.

P. A. B.

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CAMBRIDGE (UNIVERSITY).

(Day Training College.)

(A department of the Teachers' Training Syndicate.)

Visited in May, 1900.

The special staff concerned with the technical preparation of the students consist of Mr. Oscar Browning, Dr. S. S. F. Fletcher, of King's College, Mr. W. James, and Mr. F. H. Hayward. As much as possible of the technical exercises is taken in common with the secondary students; they are very skilfully directed. The students numbered, at the time of inspection, 24, most of them being in their third year. Many of them are members of colleges and profit accordingly.

Present at conference:—Sedley Taylor, Esq., the Rev. E. G. Swain, the Rev. C. A. E. Pollock, H. Rackham, Esq., Oscar Browning, Esq., and Dr. Fletcher.

P. A. B.

CARMARTHEN.

(National Society's Training College.)

Visited in May with Messrs. Legard and Bancroft.

Sixty-two students, all resident, were on the books of the college at the time of inspection. The building occupies a beautiful site, and bears, both inside and out, the marks of great care and taste. The work done is in all respects satisfactory, the technical part, recently reorganised, being particularly good.

Present at conference with Messrs. Legard and Bancroft and myself:—The Rt. Rev. the Bishop of St. David's, the Ven. the Dean of St. Asaph, the Rev. Canon Camber Williams, the Rev. T. R. Walters, the Rev. E. Jones, H. Morris, Esq., T. W. Barker, Esq., the Principal.

P. A. B.

CHELSEA (ST. MARK'S).

(National Society's Training College.)

Visited with Mr. Wylie, Mr. Helps, Mr. Turner, and Mr. Ussher in June, 1900.

One hundred and twenty-three students were in residence at the time of inspection. College buildings are in excellent order, but the growing complexity of the work calls for further alterations and additions, which the committee has in mind to carry into effect as soon as ways and means have been arranged. The college is in a very healthy and prosperous condition. The technical work in particular is skilfully conducted; it is a pity that the reading does not come up to the level that might be expected.

Present at conference:—Sir F. Powell, Bart., M.P., the Hon. E. Thesiger, D. Irvine, Esq., the Rev. L. C. Walford, the Rev. Canon Brownrigg, the Principal.

P. A. B.

CHELTENHAM.

(Church of England Training College.)

Visited in March.

The staff is unchanged.

Important additions and improvements have been made to the premises, and in the equipment of the College, whereby it has been rendered one of the best of the institutions of its class. Among the additions the most note-

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worthy is the new room for criticism lessons, in which these important exercises can be given so as to be heard and seen by the whole class of students present.

The practical training is conducted with increasing elasticity of method and breadth of view; and the students are receiving a solid and useful training.

W. S. C.

CHESTER TRAINING COLLEGE.

(Diocesan Training College.)

Visited in March.

The same staff is intrusted with the instruction of the students, and work with care and success. Having regard to the large number of students and the growing exigency of the technical training of the students, especially in the direction of individual supervision, I consider it necessary that the master of method should be relieved of the onerous duty of conducting the large practising school.

A fine, well planned, and admirable building to take the place of the old practising school is rapidly nearing completion, and will prove of the greatest benefit to the college. The latter building will be incorporated with the college, one of its rooms serving the purpose of a dining room.

W. S. C.

CULHAM.

(Diocesan Training College.)

Visited in May.

The staff is a large and efficient one, and has undergone no change. The principal is most energetic in advocating and promoting some much needed improvements in the College, among which the most urgent is distinctly a good common room for the students. Plans have been prepared, and the necessary funds are being raised by the committee, who hope to be able shortly to carry out the former. The practising schools for one reason and another do not afford sufficient facilities for the training of the students. I am glad, therefore, to see that they are being sent abroad to other schools for observation and practice, and trust that this commendable plan will be extended.

The discipline of the College is now quite efficient; and very satisfactory progress has been made in the Teaching, Reading and Recitation.

W. S. C.

DURHAM.

(Durham and Newcastle Diocesan Training College.)

Visited in May, 1900.

There are 75 students on the books; of these five are in the third year, and 18 are working for University examinations.

The average position of the men on the Q.S. list when admitted was 704

This college is ably conducted, and the tone of the men is excellent. The arrangements for their practical training are thoroughly well carried out The premises have again been greatly improved by the addition of a bath-room and a gymnasium.

The Volunteer Corps is doing good work and should be encouraged. A hostel has been opened for the third year students. The house is comfortable and well situated, and is under the direct superintendence of the Master of Method.

A R.

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EXETER.

(Diocesan Training College.)

Visited in February.

The college staff has been increased by the appointment of Mr. S. Hoole, a graduate of Dublin; otherwise its members are unchanged. The committee have been energetic in their efforts to enlarge the college. This has been done by purchasing an excellent house close by for the principal, whose rooms in the college have been used to accommodate extra students. They have not yet been properly sub-divided into cubicles; but the committee will do this as soon as they can. The new recreation room will shortly be ready for use.

The college is well conducted. Its discipline is excellent, and the reading and recitation very creditable.

W. S. C.

HAMMERSMITH (ST. MARY'S).

(Roman Catholic Training College.)

Visited on the 13th and 16th February, 1900.

Thirty-nine students, including two from Malta, were in residence at the time of inspection, but the college provides accommodation for more. On the decease of the late respected Principal, Canon Graham, Fathers Byrne and Gilmartin, of the Order of St. Vincent, were placed in chief charge. Much earnest work is being done in order to place the college in the position to which its importance entitles it. The buildings, particularly the new part, are in many respects admirable, but a good deal is still to be done in the way of furnishing. The average position on the Queen's Scholarship list of candidates admitted is very low, and therefore the excellence of results shown in many subjects of study is particularly striking. The reading and recitation of the college have long given it distinction.

Met in conference:—The Duke of Norfolk, the Rev. Father Ring, the Rev. Father Brown, Bowen Rowlands, Esq., W. M. Hunnybun, Esq. (secretary of the Catholic Schools Committee).

P. A. B.

LIVERPOOL (UNIVERSITY COLLEGE).

(Day Training College.)

Visited in March, 1900, with Mr. Harrison.

This college provides places at present for 38 men, though licensed for a few more. We found 14 in their first year, 13 in their second, and 11 in their third, under the direction of Professor Woodward. The average position of candidates admitted from the Queen's Scholarship list is not high; but progress, both academical and professional, is most satisfactory. Many very ingenious and valuable devices are used for the purposes of training, the regular exercises at Sefton Park School, under Mr. Bailey, being particularly interesting. All students live either at their own homes or in the admirable hostel. It is to be hoped that means will be found before this report is printed to train the students in some sort of drill. There was too much evidence that they were likely to profit by such provision.

Present at conference with Mr. Harrison and myself:—The Rev. J. Sephton, the Rev. Dr. Johnstone, Principal Dale, the Rev. Canon Tyler,

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R. Bushell, Esq., Professor MacCunn, — Lindsay, Esq., — Wright, Esq., Professor Woodward, Professor Carey.

P. A. B.

LONDON (KING'S COLLEGE).

(Day Training College.)

Visited in May with Messrs. Balmer and Dale.

This department of King's College is under the management of Mr. J. W. Adamson, M.A., who acts as Dean and Master of Method. The number of students presented for inspection was 41, of whom 14 were reading for one or other stage of examination for degrees. Much good work is done under circumstances not always favourable. The college has no practising school of its own, and though it enjoys access to schools of good reputation, these are not always and in all respects well suited to the purposes of experiment and demonstration.

Present at conference with Mr. Balmer and myself:—The Rev. Dr. Robertson, Ernest Gray, Esq., M.P., Professor Adams, the Rev. Professor Caldecott, Professor Hudson, Professor Warr, the Master of Method, the Secretary.

P. A. B

OXFORD (UNIVERSITY).

(Day Training College.)

Visited in March.

Mr. Roscoe, the Master of Method, has done much for this institution by stimulating in the students interest in their professional work, which is making due allowance for the difficulty of carrying on concurrently the academic and the technical course of study in a satisfactory state. The great needs are suitable and permanent accommodation for the students and good practising schools. The former has since my visit been seriously taken into account, and it is intended to provide rooms in one of the University buildings to satisfy it.

W. S. C.

PETERBOROUGH.

(Diocesan Training College.)

Visited in June.

The college staff remains the same. The practising school has been improved by its sub-division, which renders the practice of the students easier to conduct and more fruitful. Its equipment, too, has been raised considerably. Much attention has been paid to reading and recitation, which are now much better than I remember to have seen them. The students are in good discipline, and seem to be happy and contented.

W. S. C.

SALTLEY.

(Worcester, Lichfield, and Hereford Diocesan Training College.)

Visited in May, 1900.

One hundred students in residence, of whom 11 are reading for University degrees.

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Their average position on the Queen's Scholarship List when admitted was 646. The average salary obtained on leaving is 82*l*. 10*s*.

There is a good rifle corps connected with the college. The general work of the college has never been better than it is at present. The premises are excellent so far as they go, but in some respects they are behindhand. It is satisfactory to know that the committee are taking steps to supply the deficiencies.

A. R

WESTMINSTER.

(Wesleyan Training College.)

There are 119 students, of whom 16 are reading for University examination.

The average position of the students on the Q.S. list when admitted was 522. The average salary obtained by them on leaving is 88*l*.

Most of the students are members of the Methodist societies, but other Nonconformists and also Churchmen, if employed in Wesleyan schools, are accepted provided that they consent to conform to the college life and discipline while resident.

There is a library with 490 volumes, rather a scanty allowance of intellectual provender for so large and important an institution.

This is a very well-managed college. The tone of the students is excellent and all their work is thoroughly sound. The college buildings are fine so far as they go, but there are some deficiencies. There is no common-room for the students and no reading-room. The laboratories for chemistry and physics are inadequate. Better apparatus should be provided for cooking and better arrangements made for lighting.

There are four practising schools attached to the college, and each student of the second year visits Lavender Hill Board School for the purpose of observation. The normal master gives his whole time to lectures on education and to the task of directing and supervising the practical work with the exception of two lectures a week on physiography and two lessons in penmanship.

Excursions are made from time to time so as to give a good idea of the mode of teaching goegraphy by means of the "school journey." Special attention is paid to manual work, and the students' lessons are admirably illustrated by means of models made by themselves.

An interesting feature is the work done by the students in the infants school. The head mistress undertakes the superintendence of the lessons. This is going to the root of the matter, for nowhere can "sense training" and the beginnings of moral and intellectual growth be studied so advantageously as in an infant school.

A. R.

WINCHESTER.

(Diocesan Training College.)

Visited in June.

A graduate of Cambridge University has been appointed in place of a member of the staff, who has resigned. Besides this, no change has occurred in the staff.

The college has been enlarged to accommodate 80 students, instead of 59, and several important changes have been made, which will greatly add to its efficiency. The discipline is excellent, and the students are being trained very carefully for their mission in life.

W. S. C.

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YORK.

(Diocesan Training College.)

Visited in June.

The staff has been strengthened by the addition to it of three tutors of high university standing, and may be regarded as one of exceptional strength.

The college is in course of enlargement. Additional bedrooms for ten students have been gained by restoring to its old purpose one of the rooms used as a practising school. An excellent practising school is in course of erection contiguous to the college, and a good common and other rooms are to be erected. A liberal grant towards the maintenance of a library is annually made. The students are very carefully trained in the theory and practice of education, and ought to become very useful teachers.

W. S. C.

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(2) TRAINING COLLEGES FOR WOMEN.

BANGOR (NORTH WALES).

Visited in June.

The college is in excellent order, and is making rapid progress. The reading and recitation are admirable, and the teaching is strong. The criticism lessons are given by the normal master with judgment and force.

It is intended to take the students to Liverpool to practise in some of the large Board Schools in that city.

The greatest credit is due to the principal for the state of the institution

W. S. C.

BISHOP'S STORTFORD.

(St. Albans Diocesan Training College.)

Visited in June, 1900.

Seventy students in residence. Their average position on the Queen's Scholarship List at admission was 1,666. The average salary obtained on leaving is 79*l*. This College is highly efficient as regards instruction and practical training. The domestic arrangements are comfortable and tasteful Cycling is taught and a cycling club encouraged. This is useful generally for exercise, and especially for teachers in country schools, to whom the cycle is almost a necessity. More systematic drill and swimming are to be taught—both steps in the right direction. It is satisfactory to know that the committee intend to enlarge and improve the premises. Better heating apparatus is much needed. It is to be hoped that the changes will not lead to the removal of the excellent laundry.

A. R.

BRIGHTON.

(Chichester Diocesan Training College.)

Visited with Mr. Danby and Mr. Burrows in June, 1900.

This college occupies a commanding, but confined site; and though the premises are skilfully adapted, they are certainly cramped. There is great competition for the sixty-five places, and the excellent reputation of the college and its successful work secure a well-prepared complement of students. The technical training is thorough, and though the school, like

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the rest of the buildings, is much restricted as to space, H.M. Chief Inspector notes satisfactory improvement in its work.

Present at conference: The Rev. Preb. Hannah, the Rev. Preb. Napier, the Rev. A. A. Farnall, the Rev. H. M. Ingram, H. C. Lane, Esq., J. R. Gwatkin, Esq., Miss Verrall, the Principal.

P. A. B.

BRISTOL.

(Diocesan Training College.)

Visited in February.

No changes have occurred in the staff, which works steadily and enthusiastically, to whom, with the energetic principal, much credit is due for the great improvement in the instruction in all its branches, which I am happy to be able to report is better than I have ever hitherto seen it.

W. S. C.

BRISTOL (UNIVERSITY COLLEGE).

(Day Training College.)

Visited in March with Mr. Aldis and Mr. Elliott.

Sixty-five students were on the books of this college at the time of inspection. Twenty of these board in the house of residence under the care of a lady superintendent; for the others lodgings are carefully selected by the Mistress of Method. The average position of students admitted is low, but the very earnest work of the staff is most successful in improving them. A great deal is done for the students, and the "tone" of the department is very pleasant.

Present at conference:—The Rev. Canon Glazebrook, Professor C. Lloyd Morgan, Professor Barrell, Professor Rowley, the Rev. J. Trebilco, J. H. Woodward, Esq., Professor Wertheimer, Miss Morse, Miss Burns, and the Secretary.

P. A. B.

CHELTENHAM (ST. MARY'S).

(Church of England Training College.)

Visited in April, with Mr. Aldis, Mr. Barrington-Ward, and Mr. de Sausmarez.

Eighty students were in residence, but new buildings were in progress to accommodate a considerably increased number and adding greatly to the convenience and completeness of the college. The time table is being modified and everything being done to distribute the work properly. The college is not well off for practising schools, but good use is made of opportunities, and neither committee nor staff spare any pains in the interests of the college.

Present at conference:—The Rev. Canon Griffiths, the Rev. P. Waller, the Rev. P. G. Pearce, the Rev. P. Nash, Col. Geddes, Major Abbott, D. T Woodward, Esq., and the Principal.

P. A. B.

CHELTENHAM.

(The Ladies' College.)

Visited in April.

The numbers have increased and the students are doing remarkably well.

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The lessons I heard were characterised by intelligence, and good knowledge of method. They were exercises calculated to stimulate interest and to form character.

The reading and recitation (including the latter in French) were remarkably good.

I should be glad to see another room allotted to the students in training, the need for it becoming more and more evident.

I trust that it may be found possible shortly to provide a well equipped practising school, which soon will become indispensable.

W. S. C.

CHICHESTER.

(Bishop Otter Memorial Training College.)

Visited in June.

The same staff continues to work here with increasing success. The college has made and is making great progress, and special praise is due for the excellent reading and recitation and the good teaching. Large additions are being made to the buildings, which will, when they are completed, accommodate more than double the number of students I found here on my first visit. A handsome recreation room is included in them, and will prove of great use. Visits for practice and observation are paid to suitable schools in Portsmouth under proper supervision.

W. S. C.

DARLINGTON.

(British and Foreign School Society's College.)

Eighty students are on the books, all resident, three are in the third year, and fifteen are reading for university examinations. This college is affiliated to Durham University, so that residence counts for the degrees.

The students are admitted in the order of the scholarship list. Their average position on the list is 468. The average salary obtained on leaving is 69*l.*

There are 2,082 well-selected volumes in the library.

Swedish drill is taught for an hour each week. Lessons are also given in gymnastics by a competent instructor, and the students have the use of a gymnasium on Wednesday afternoons for voluntary practice. There is a fine field in which hockey is played, and good tennis courts. There is a Natural History Society, which makes periodical excursions, which serve both for recreation and intellectual improvement.

The arrangements for practical instruction in teaching are thoroughly satisfactory.

A fine tone prevails in the college, and the students are remarkably intelligent and self-reliant. A clever young French teacher has been added to the staff, and has done a great deal to improve the accent.

This college is fortunate in having a committee which takes a generous interest in its welfare.

A. R.

DERBY.

(Lichfield Diocesan Training College.)

Visited in April, with Mr. Fitzmaurice and Mr. Joad.

There were 91 students on the books of the college at the time of inspection, six being non-resident. The site of the college, though excellent in many respects, is rather cramped, but the best use is made of the premises, which are being enlarged and improved. Great care is taken with all parts of the work, and much of it, particularly the reading, is most successful. The technical work receives great attention. The tone of the college is excellent.

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Present at conference:—The Right Rev. the Bishop of Lichfield, the Right Rev. the Bishop of Derby, Sir H. Bemrose, M.P., the Ven. Archdeacon Freer, the Rev. Canon Hamilton, the Rev. Canon Sing, B. Scott-Currey, Esq., W. Evans, Esq., W. Drury-Lowe, Esq.

P. A. B.

DURHAM.

(Diocesan Training College.)

Visited in June, 1900.

Eighty-two students, of whom two are in the third year and 12 are working for University degrees.

All the work of this college is thoroughly satisfactory. The Committee are to be congratulated on the completion of a handsome and useful additional wing to the building, and on what they have done and are doing for the physical well-being of the students. The success of the college in the University examinations this year is noteworthy.

The domestic arrangements deserve the highest praise.

A. R.

EDGE HILL (LIVERPOOL).

(Undenominational Training College.)

Visited in February, 1900, with H.M. Chief Inspector Mr. Cornish and Messrs. Harrison and Holman.

The premises are situated in a healthy position, and are good so far as they go, but the need of enlargement is becoming urgent. It is satisfactory to know that the Committee fully recognise this, and are considering plans for the addition of a new wing to contain classrooms for science and art and a laboratory, a gymnasium, and additional dormitories to replace the present hostels. These hostels immediately adjoin the College, and accommodate twenty students. A field for hockey and tennis, about fifteen minutes distant, is now rented by the College.

There are 115 students on the books, of these 7 are in the 3rd year, and 12 are non-resident, 20 are reading for University degrees. Two third year students are studying abroad—one in Paris at the Franco-English Guild, preparing for the examination of that Guild; the other is a Répétitrice at the Ecole Normale Laon.

The average position of students on the Queen's Scholarship list at entrance is 377. The average salary which they obtain on leaving is 68*l*.

No rules for discipline are circulated and this subject presents no difficulties.

The students attend Professor MacCunn's lectures on education at University College.

The arrangements for practical work are careful and well thought out.

Six excellent Board Schools are used, and the work is supervised by five governesses. Besides this, Voluntary and Board Schools are visited for observation. The head-teachers of the schools in which the students teach report on their progress. The time given to this subject is above the minimum, and in the case of weak students considerably so. Model lessons are given by the Mistress of Method and by the principal teachers of two of the schools. Special technical exercises are given occasionally in the first term, regularly in the second and third, at which all members of the staff and all the students are present. Papers on educational subjects are read and discussed. A special course of lessons on kindergarten is given by the Mistress of Method. Each student takes an examination in this subject and gives a lesson before an outside examiner. There is a Students' Guild and a College Magazine. Two hours a week are devoted to drill, and plenty of time is given for recreation. The physique of the students improves considerably during their residence in College.

Each student makes her own bed, and keeps her cubicle neat and clean. They take turns in preparing the tables for meals and in clearing away, but have no duties beyond the dining-room. In the first year they spend

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eight hours in the kitchen, and in the second year take a course of six demonstration and six practice lessons in cookery.

A. R.

GRAY'S INN ROAD.

(Home and Colonial School Society's College.)

Visited in April, 1900.

There are 160 students on the books, of these 15 are non-resident. Eleven are preparing for the London Matriculation. Their average position on the Q.S. list when admitted was 1,173. The average salary obtained by outgoing students is 82*l.*

This college has made remarkable progress of late years. The staff are able and earnest. The instruction and practical training are thoroughly effective. There is a good library of 2,090 volumes. Work has been cramped in certain respects by the nature of the premises, which are old and situated in the centre of traffic, with no ground for exercise within easy reach. It is satisfactory to know that these difficulties will shortly be obviated by the transfer of the College to one of the suburbs, where buildings in every way suitable have been acquired.

A. R.

HOMERTON (NEW).

(Undenominational Training College.)

Visited in March with Mr. Currey, Mr. Wix, Mr. Henderson, and Mr. Claughton.

All the students on the books at the time of inspection passed the usual tests very satisfactorily. Everything in this college shows marks of progress and bears testimony to the vigour of its administration. An excellent demonstration school has been opened since the last report was made, in which very interesting and valuable experiments are being carried out.

Present at conference :—G. D. Jennings, Esq.; J. Phillips, Esq.: the Rev. E. Schnadhorst ; the Rev. E. Medley ; T. G. Poulter, Esq.; A. E. Pavett, Esq.; G. Unwin, Esq.; the Principal.

P. A. B.

KENNINGTON (ST. GABRIEL'S).

Visited in May.

This is a new college. It is started in temporary premises under the presidency of Miss Bishop, a lady of great experience, and well known as the successful head of Holloway College. She has brought to the task enthusiasm, a correct view and estimate of the training of teachers, and much judgment and tact, and has gathered round her a strong staff of highly educated ladies. The students have already caught the spirit which it is sought to create ; and from their tone, manners, and attitude, I augur the creation of a valuable *esprit de corps*, and the growth of a strong *genius loci*, which will stimulate a vigorous collegiate life.

The lectures I heard were generally wise and solid exercises, and the reading and recitation were performed with refinement and expression.

The new buildings are in rapid course of completion. They will contain all modern requirements.

W. S. C.

LINCOLN

(Diocesan Training College.)

Visited in June

The college is in course of enlargement ; and several important additions to its accommodation are included in the scheme, which provides for a considerable addition to the existing number of students.

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They are trained on sound lines; and a good deal of variety is introduced into the professional part of their work. The lessons heard were carefully prepared and delivered with effect, and were generally good examples of practical teaching.

I was specially struck with the French teaching, the exercises in recitation in that language being very creditable.

The staff co-operate heartily with the principal in his efforts to make the college efficient.

W. S C.

LIVERPOOL.

(Roman Catholic Training College.)

Visited in May.

The college possesses a very large and most efficient staff, and the individual supervision of the students is thus fully effected. The students are enthusiastic, and take the greatest interest in their training. I am specially struck with the growth of the literary spirit among them. They now read for themselves, and are developing some power of criticism. The lessons were delivered with much well-trained skill, force, and sympathy. The French recitation was specially good.

W. S. C.

NORWICH AND ELY.

(Diocesan Training College.)

Visited in May with Messrs. Currey and Tillard.

We found 68 students in training, of whom five were non-resident.

The college is well placed and well appointed, and has in its excellent annexed schools particularly good ground for practice. Students are also admitted to the neighbouring large Board School. The college does not always secure a large number of students high on the admission list, but many of those who come from the country villages do great credit to their training, and the results that can be tested by examination and seen in the demeanour of students are proof of the hard work and good influence of the staff. The progress made is real and continuous.

Present at conference with Mr. Tillard and myself:—The Ven. Archdeacon Nevill, the Rev. Canon Patteson, the Rev. Canon Ripley, the Rev. Canon Lawrence, W. T. Bensley, Esq., E. T. Dowson, Esq., E. F. Ward, Esq., the Principal.

P. A. B.

OXFORD

(Diocesan Training College.)

Visited in May.

The staff is unchanged. The college is admirably conducted under great difficulties. The reading and recitation are very good, and the teaching is effective and sympathetic.

W. S. C.

RIPON.

(Diocesan Training College.)

Visited in June.

A lady of University standing has been added to the staff during the year, with two gentlemen of similar qualification, who serve on it only partially.

Since my last visit the college has been enlarged so as to accommodate a greater number of students, as well as to provide a beautiful chapel, a fine

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recreation-room tastefully furnished, and new lecture-rooms. The students are happy and well taught. They are taken to Leeds to gain advantage of practising in some of the best schools there under proper supervision, and as much variety as possible is given to their professional work.

W. S. C.

SAFFRON WALDEN.

(College of the British and Foreign School Society.)

Visited in June

The staff is unchanged except for the appointment upon it of a member of the Royal Irish University and of the Cambridge Training College for secondary teachers.

The committee will, I trust, be able shortly to provide the college with properly constructed and equipped practising schools so greatly needed.

The technical training is very carefully attended to, special provision being made for the instruction of teachers in the kindergarten methods. I am gratified to find that some of the students are sent to visit good schools for purposes of observation.

W. S. C.

SALISBURY.

(Diocesan Training College.)

Visited in February.

The College staff has been increased by the appointment of Miss Johnson, a student of Newnham College, Cambridge, and of the Maria Grey Training College. The enlargements and improvements are complete, and render the college one of the best equipped as regards accommodation. Among the additions, which have been made to harmonise with the older and beautiful part of the building, is a domestic chapel. The students are most liberally treated, are in excellent order, and do well in their studies. The criticism lesson might with advantage alternate more frequently with other exercises of a varied but analogous character.

W. S. C.

SOUTHLANDS (BATTERSEA).

(Wesleyan Training College.)

Visited in March with Mr. King, Mr. Stevelly, and Mr. Eichholz.

We found 108 students in residence, and the work presented was of the usual high quality. The college continues to prosper in all respects. Though the school buildings are old-fashioned, the training is thorough, and there are many indications of profitable life in college institutions.

Present at conference:—The Rev. Dr. Rigg, the Rev. Dr. Waller, Messrs. Barnes, Fowler, Little, Bailey, and the Principal.

P. A. B.

STOCKWELL

British and Foreign School Society's Training College.)

Visited in January.

There have been three additions to the staff during the year.

Much detailed attention and care are bestowed on the practical training

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of the students, with the result that the lessons were given with a high average degree of incisiveness, sympathy, and refinement. The college is doing a most valuable work for popular education.

W. S. C.

SWANSEA.

(British and Foreign School Society's College.)

Visited in April, 1900, with H.M. Inspectors Bancroft, Curry, and Hughes.

There are 84 students on the books, of those 14 are non-resident. One is reading for the London Matriculation.

The average position on the Queen's Scholarship list of those admitted was 976.

The day students reside with parents or near relatives. The buildings are of a makeshift character and are situated in a low part of the town. There is no ground for recreation, nor can a field be obtained within easy distance. It is to be hoped that the efforts of the committee to remove the college to a more open site, and provide the accommodation which its merits as a place of education deserve, will be successful.

The work of the college as regards instruction and training is most praiseworthy.

A. R.

TOTTENHAM.

(Christian Knowledge and National Society's Training College.)

Visited in February, 1900.

There are 104 students on the books, 52 of each year. Twelve are working for the London degree. The average position of the students in the Queen's Scholarship list on entrance is 533. The average salary on leaving is £80. The entrance fee is £20 for ex-pupil teachers, £25 for others. There are two scholarships of £10 for the students highest in the religious knowledge examination and on the Queen's Scholarship list. Special prizes and exhibitions for religious knowledge are given by the Society for Promoting Christian Knowledge.

The students take charge of the dormitories but have no scrubbing, emptying slops, or shaking carpets to do. They dust their own recreation room and set the tables for meals and clear them, but do no washing up. Four students have charge of the chapel except for the weekly cleaning. The college has three practising schools of its own—infants, girls, and higher grade. Besides these they use four schools of the latest pattern under the Tottenham Board. During the latter part of the second year, when going with seeing eyes they may profitably observe, they make visits of observation to other schools. Visits were paid to the Deaf School, and the Higher Grade Girls' School, and Fleet Road Board School, Hampstead. The Normal Mistress, Miss Austin, superintends the work, and the head teachers of the various schools co-operate. The 150 hours' teaching in school prescribed by the syllabus is divided into three parts of a fortnight each. The smaller schools attached to the college are useful for giving a good idea of the mode of organising and managing country schools, particularly valuable in the case of those who have been pupil teachers in large town schools; while the practice in the large Tottenham Board Schools, which are fine specimens of their kind, corrects the narrowness of those whose experience has been chiefly in small schools. Twelve students practise at a time. Each of them takes her share in the routine work of the school, and gives three lessons for detailed criticism. The head teacher of the school gives a verbal report to the Mistress of method at the end of each fortnight, and at the end of the course of training sends in a detailed report to the Principal. While in school each student keeps a diary, and at the end of her period of practice draws up a report containing (*a*) a Plan of the school; (*b*) Forms of prayer used; (*c*) Constitution of staff and special work of each member; (*d*) A copy of the Time Table,

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with an analysis and criticism ; (*e*) Copies of special schemes of instruction in various subjects ; (*f*) Description of apparatus ; (*g*) Disciplinary measures in use in the school, and in addition personal observation illustrative of child study.

Each student in the second year gives a lesson for public criticism in the presence of the Principal, the Normal Mistress, and the lecturer who takes the subject of which the lesson is an example. Other technical exercises are :— Drawing up courses of lessons, sketching out individual lessons, drawing up blackboard summaries, discussing the illustration, pictures, home made models, blackboard drawings and objects used, informal debates on topics previously announced. One lecture a week is devoted to kindergarten. The important point in all these lessons and lectures is that the activity of the students themselves is stimulated, and an opportunity is always given them of discussing the matters under consideration. A. R.

TRURO.

(Diocesan Training College.)

Visited in February.

No change has occurred in the staff.

It is proposed to enlarge the college and to make important improvements in it, by which its efficiency will be considerably increased. I am glad to know that the students are afforded opportunities of seeing schools at a distance.

I think that voice production, as a basis of sound elocution, should be systematically taught. The college is conducted with much care and liberality.

W. S. C.

WANDSWORTH.

(Roman Catholic Training College.)

Visited in February, 1900, with H.M. Inspector, Dr. Eichholz.

This is a home of ancient peace in fine premises surrounded by ample grounds. The tone and behaviour of the students is excellent. The teaching is capable and thorough. If the students came up better prepared they would profit more by the instruction. As it is, their progress is creditable. The committee are considering whether a preparatory summer course could not be given between the announcement of the Queen's Scholarship results in March and the entrance in October. There are three good practising schools—girls', infants', and higher—attached to the college. Practical work is also done in Roehampton Mixed School and in the Hammersmith Girls' and Infants' School. The students pay visits, for purposes of observation, to Battersea Plough Road Board School and the Wimbledon High School for Girls. Two hours a week are devoted by the seniors to criticism and model lessons. A course of kindergarten is given by a teacher from the Froebel Institute. The number of students is at present considerably less than that which the college is sanctioned for and which can be comfortably accommodated. This appears to be mainly owing to the action of the limit under Art. 122, to which reference has been made in the preceding general report. This college has not been able to accumulate a balance sufficient to enable it to draw grants for a larger number of students. A. R.

WARRINGTON.

(Diocesan Training College.)

Visited in March.

The large staff remains unchanged, and continues to work with its old zeal and loyalty

I greatly commend the extension of the practical training of the students by taking them to visit and teach in good types of schools in each place. The college is in a thoroughly healthy and efficient state.

W. S. C.

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WHITELANDS.

(National Society's Training College.)

Visited in April and May.

The staff, with one exception (that of Miss Boys, who has passed the Intermediate Arts Examination of London), remains unchanged.

The practising school has been entirely remodelled, and the structural changes consequent upon it have greatly increased its efficiency as an instrument of training the students. The latter practise in several external schools of the elementary type. The students are carefully and successfully taught. Their reading and recitation deserve praise, and the majority of the lessons heard were satisfactory.

W. S. C.

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(3) TRAINING COLLEGES FOR MEN AND WOMEN.

ABERYSTWYTH (UNIVERSITY COLLEGE).

(Day Training College.)

Visited in May.

For their purely academical studies, the normal students share with the general body of students in the lectures of the college. For their professional work, they have the advantage of the learning and skill of Professor Foster Watson, who is aided by a gentleman and lady, who possess University qualifications as well as practical experience.

To overcome the difficulty of obtaining in Aberystwyth sufficient scope for the practice of the students, it was wisely decided last year to send those of the second year to Swansea, to work for three weeks in the large, well appointed schools, voluntary as well as well as board.

The students were lodged in comfortable houses well situated, and worked while in school under the supervision of one of the college officers, aided by the school teachers, who take much interest in the students, the experiment has proved so successful that it is intended to try it again. The college is in a very flourishing state, and turns out yearly a large body of well equipped teachers who cannot fail to benefit popular education.

W. S. C.

BANGOR (UNIVERSITY COLLEGE).

(Day Training College.)

Visited in May, with Messrs. Legard, E. Roberts, and L. J. Roberts.

This college is a very flourishing department of the North Wales University College, in the prosperity of which it shares. It is administered with excellent judgment and is generously treated.

The special staff at the date of formal inspection consisted of Professor Green, Miss Graveson, and Mr. Northrop. There were 46 students in their first year, 47 in their second, and six in their third. The schools used are the best available in the neighbourhood, and the supervision is thorough. A largely attended meeting to confer with me on the condition of the college testified to the lively interest taken by the committee in its prosperity.

P. A. B.

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BIRMINGHAM (UNIVERSITY COLLEGE)

(Day Training College.)

(Men's Department.)

Visited in April.

I am glad to know that an efficient officer is to be appointed to superintend the men's department, and that suitable rooms will be allotted for their use. Much credit is due to Mr. Tunstall for what he has done under very difficult conditions for the men, at much sacrifice of time and effort.

The new normal master will have to pay special attention to the voice production, and reading and recitation of the students, who should also receive some efficient physical training.

W. S. C.

BIRMINGHAM (UNIVERSITY COLLEGE).

(Day Training College.)

(Women's Department.)

Visited in April.

The teaching is excellent, and the reading and recitation are of the highest quality.

W. S. C.

CARDIFF (UNIVERSITY COLLEGE)

(Day Training College.)

(Men's Department.)

Visited in March.

The reading and recitation are very carefully and successfully taught, and the lessons heard showed good training. The department is doing very valuable work.

The authorities of the college would do well by forming an educational museum for the use of the training department.

W. S. C.

CARDIFF (UNIVERSITY COLLEGE).

(Day Training College.)

(Women's Department.)

Visited in March.

The technical training is varied and fruitful of results. The reading and recitation are good.

The students are lodged in a most comfortable hostel.

W. S. C.

LEEDS (YORKSHIRE COLLEGE).

(Day Training College.)

Visited in March, 1900, with Messrs. B. Cornish, E. Howard, and Whitmell.

The staff specially charged with the conduct of the technical work of this department were, at the time of inspection, Professor Welton, Mr. A. W. Priestley, and Miss J. A. Emmerson. Much of the work deserves the highest praise, but it would be incomparably more effective if the college had a school of its own ; without this provision many most excellent efforts are wasted. There were 37 men and 56 women in training when we visited the college, one woman being in Germany. All the men and 33 of the women were reading for University degrees. Of the exercises of which we took special cognisance, the teaching was better than the reading.

Present at conference with Mr. Whitmell and myself :—J. R. Ford, Esq., the Rev. C. Hargrove, Professor Smithells, Professor Rogers, Miss Powell Mrs. Edison, and Professor Grant.

P. A. B.

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MANCHESTER (OWENS COLLEGE).

(Day Training College.)

Visited in March.

The men's and women's departments are now united under the presidency of Professor Withers, though still to a great extent receiving separate instruction.

The staff, in relation to the increasing work, is barely adequate, and is, I think, distinctly weak on the men's side, especially as regards the school practice, in which constant and detailed supervision is of vital importance. I anticipate much good from the new organisation.

The teaching of the men has already considerably improved, while that of the women continues to exhibit the resource, originality, and force which have long characterised it.

The employment of an expert to direct the training in voice production has been productive of good results.

I think that all the students should be made to undergo a definite and systematic course of physical training in the excellent gymnasium.

W. S. C.

NEWCASTLE-UPON-TYNE (DURHAM COLLEGE OF SCIENCE)

(Day Training College.)

Visited in January with H.M. Inspectors Messrs. Northrop, Foster, and Ward.

The Normal Department is under the charge of Professor M. R. Wright, assisted by Miss Spivey and Mr. Betts.

There are on the books at present, first year, 23 men and 25 women; second year, 27 men and 28 women; third year, six men and two women; in all, 56 men and 55 women, giving a total of 111. Of these, 37 men and 13 women are reading for University degrees. One third year woman is studying at Eisenach Training College, Germany.

Students have hitherto been admitted according to their position on the scholarship list (Art. 49). The average position of those admitted is, for men 256, and for women 767 on the list.

This year advantage has been taken to some extent of Art. 115 (*d*). The scholars from secondary schools are doing well. The only difficulty in their case is that special arrangements have to be made to give them more practical work in the schools than is necessary in the case of those who have been pupil teachers. Last year the average salary obtained by outgoing students was, for men £80, for women £65 per annum.

There are two hostels—one for men, the other for women. In each a tutor resides. The hostel for men is confined to normal students. The women reside in the general hostel for the University. The majority of the students live at home with their parents. Normal students cannot as a rule avail themselves of the general hostels. The expense makes too great a demand on their slender resources.

The position taken by the normal students in the college is a good one. They are prominent in athletics and in the Debating Society.

Four large schools under the Newcastle Board are used for practice. The college staff are present during the whole of the time the lessons are being given and the head-teachers report upon the work of the students. The University vacations are utilised for school work, so that the normal staff are free to devote their whole time to supervision and technical training. The head teachers of the schools also hear lessons and explain the organisation, curriculum, ventilation, etc., of their schools. One and a-half hours per week throughout the session are given to criticism lessons and other technical exercises. The student sent abroad had read German during her college course, and was able at once to profit by the lectures at Eisenach. She forwards monthly reports. These, written in good German, show that

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she is making good use of her opportunities for studying educational methods.

Professor Sir G. H. Philipson acts as honorary medical officer. The students are carefully examined before admission. He has found it a good plan to substitute direct and confidential communication with the local medical practitioner for the medical certificate which the student used to present. All the students in the hostels are attended by Dr. Philipson free of charge. He considers that the students increase in health and strength during their college course.

A. R.

NOTTINGHAM (UNIVERSITY COLLEGE).

(Day Training College.)

Visited in March, 1900.

Forty-one men and 59 women are on the books; of these two men and one woman are taking a third year's course.

Fifteen men and 29 women are reading for university examinations.

The average position on the Queen's Scholarship List at admission is for men, 465; for women, 552.

The average salaries obtained on leaving are £75 by men, and £65 by women.

There are no hostels. The students either live with their relations, or in lodgings specially licensed.

The men are not allowed to be out after 10.30 at night, the women after 10.

Seven board schools are used for practice. Visits are also paid to the centres for deaf mutes and the mentally defective. The normal master takes, besides his regular work, music, geography, reading, elementary mathematics, and arithmetic. The normal mistress takes needlework, reading, and English composition.

Fifteen is the largest number of students under observation by one officer at a time.

Two hours a week are given to drill.

There is no manual work.

The staff work very hard. The normal master and mistress have too much to do. The thoroughly efficient condition of the college reflects great credit on the staff. A gymnasium and drill hall are much needed.

A. R.

READING.

(Day Training College.)

Visited in May.

This is a new college and is a department of the larger institution, known as the Reading College. It is being conducted in the true spirit, namely, with breadth of aim, on the principle that the best study for the elementary teacher is the literature of his own country, and that a wide sympathy with life is necessary in the education of children.

The arrangements made for the practice of the students in a first-rate Board School are as far as they go satisfactory; but they will need to be expanded as numbers increase.

The reading and recitation are promising, and the four students under Art. 115 (*b*) who taught before me did well.

The great personal interest taken by the committee in the students and their work will prove a most valuable factor in the development of the college, which has made a promising start. I trust that the projected hostel will soon be open.

W. S. C.

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SHEFFIELD (UNIVERSITY COLLEGE).

(Day Training College.)

Visited in February and in April, 1900, with Mr. Turnbull.

The special staff of this department of University College consisted of Mrs. Henry and Mr. Boyde, the latter being in charge of the school practice and certain parts of the technical work of the men. The arrangements made for the supervision of practice have been greatly improved since my last visit, and much of the work showed excellence. There were 15 men and 34 women presented for the usual exercises of inspection.

Present at conference:—Dr. Sorby, Principal Hicks, J. F. Moss, Esq., Professor Anderson, Professor Appleton, Mrs. J. W. Wilson.

P. A. B.

SOUTHAMPTON (HARTLEY COLLEGE).

(Day Training College.)

Visited in June.

This is a new college, and forms part of the Hartley College in Southampton. A special staff of teachers is provided for the technical training of the students, a lady being appointed upon it for the women, who largely preponderate.

The students occupy special rooms for their professional work, but share with the general body in the lectures and class-rooms devoted to the academical instruction.

For their practice they use the Board Schools of the town recommended by the district inspector, Mr. Rooper, who takes the liveliest interest in the institution, and helps it by his advice.

The reading and recitation of the women are remarkable for taste and expression. The men are, however, backward in these subjects. They need some training in voice production. A pleasantly situated house is shortly to be opened as a hostel for the women.

W. S. C.

UPPER NORWOOD (SMITH'S).

(For Blind Teachers.)

Visited in June by Mr. King, with Messrs. Danby, Tillard, and Barnett.

This is a very large institution, though there were only seven students in training on the occasion of our visit. The practising ground is admirable in all respects, and the technical work, assigned particularly to Miss Garraway, is very thorough. The buildings are excellent, and nothing is wanting to make their internal arrangements complete. The success with which the self-reliance of all pupils is cultivated is most marked.

P. A. B.

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General Report *for the Year* 1900, *by the* Hon. Mrs. Colborne, Directress of Needlework

My Lord Duke,

I have the honour to submit my General Report on the needlework instruction of the students in Training Colleges, of pupil teachers, and of children in public elementary schools.

During the past year the plan of hearing every second-year student give a lesson in needlework has been discontinued, and on the occasion of my visit to the various Training Colleges only a few of the students taught before me. As a rule the lessons were good, practical ones, though in some cases there was a tendency to over-explanation and thus the difficulties which the young teacher hoped to decrease were magnified in the eyes of her pupils. The desire to produce "good" needlework (an expression which in too many cases merely means very fine stitches) leads young teachers to over-emphasise the importance of minor details, and the children are so absorbed in carrying out the latter that they lose sight of the value and purpose of the particular exercise they are learning.

Another point to which I would draw the attention of the needle work instructresses is the undue length of time allowed by the student teachers for the practical carrying out by the children of the directions they have given them.

Children are naturally quick in their movements; it is, therefore, as unnecessary as it is irritating to the brighter and more industrious among them to require them to work at the minimum of speed. It is far better to risk the making of mistakes, than to secure the faultless execution of an exercise at the expense of reducing the children to living machines, performing a certain stitch or hand movement at the word of command. Simultaneous teaching is excellent in itself, but there is no subject in which its misuse is more disastrous than in needlework. If children are to take a real interest in their handiwork, they must be allowed a certain freedom of action, and the speed of their fingers must not be brought down to the pace followed by the slowest worker in the class.

At the Certificate Examination in July 3,141 students and 4,918 acting teachers carried out the needlework and cutting-out tests; the average marks of the students were 79 per cent., those of the acting teachers were 70 per cent. At the Queen's Scholarship Examination in December, 1899, the number of candidates was 9,221, the average marks were 73·6 per cent., an advance 3·6 per cent., the improvement in the work was very decided, the candidates are far better prepared than they were a few years ago.

The pupil teachers who attended the April and October Examinations numbered 24,465.

Specimens of needlework from 2,145 departments were examined during the past year: the summary mark "excellent" was awarded in 129 cases, "very good" in 655; 1,443 were classified as "good" or "fair," and 18 schools failed to satisfy the examiners.

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In the Evening Continuation Schools the inclusion of dressmaking and millinery in the needlework syllabus has increased the popularity of the subject, and, when kept within reasonable bounds, these branches of needlework add to the useful domestic equipment of the pupils.

I beg leave to submit the special reports on the Training Colleges.

I have the honour to be, etc.,

RHODA E. COLBORNE.

To the President of the
Board of Education.

REPORTS ON TRAINING COLLEGES, 1900.

BANGOR (NORTH WALES DIOCESAN).

SECOND YEAR STUDENTS.

The lessons did not reach a high standard, they were not sufficiently practical; the students did not appear to realise that unless at the end of a lesson the children have gained a practical knowledge of how to carry out the exercise which has formed the subject of the lesson, the teaching has been weak or has covered too wide a field. The needlework tests were fairly satisfactory, but the patterns were not good.

FIRST YEAR STUDENTS.

The notes of a lesson on patching were good but the illustrations were very poor. The needlework tests were more satisfactory.

BISHOP'S STORTFORD.

SECOND YEAR STUDENTS.

The oral examination of the students was very satisfactory; their practical work did not however, reach quite as high a standard.

FIRST YEAR STUDENTS.

The papers and diagrams were well done, and the needlework tests were worked with neatness.

BRIGHTON.

SECOND YEAR STUDENTS.

Some excellent lessons were given by the six students, who taught before me; their finished work was also most satisfactory. This college is, I regret to say, losing the services of Miss Newnham, who has for several years taught needlework in a thoroughly satisfactory manner.

FIRST YEAR STUDENTS.

The tests and exercises were generally well done, and showed careful tuition. Very good notes of a lesson on cutting-out.

BRISTOL (FISHPONDS).

SECOND YEAR STUDENTS.

There has been a steady improvement in the quality of the teaching, though in some cases the matter of a lesson was not imparted to the children in a very interesting manner. Great neatness and care were shown in the finished work and in the certificate tests.

FIRST YEAR STUDENTS.

A very satisfactory examination; neat, well-arranged papers, and good, sensible needlework.

CHELTENHAM.

SECOND YEAR STUDENTS.

The oral examination produced very satisfactory results. Finished work good: pattern making, however, requires attention; in many cases great want of proportion was noticeable.

FIRST YEAR STUDENTS

The certificate work of the junior students was weak.

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CHELTENHAM (LADIES' COLLEGE).

SECOND YEAR STUDENTS.

Marked improvement in the lessons. The finished garments and samples of work showed creditable and painstaking work; the want of previous knowledge of the subject by the greater number of the students is a serious drawback, but the needlework teacher is most earnest in her efforts to remedy the deficiency.

FIRST YEAR STUDENTS.

The actual needlework of the junior students was good, but weakness was shown in the cutting-out tests. The theoretical papers were written with care.

CHICHESTER.

SECOND YEAR STUDENTS.

Good, sensible lessons, carefully illustrated on the blackboard. The certificate tests were well carried out.

FIRST YEAR STUDENTS.

The results of the examination showed a marked advance on those of last year; great credit is due to the teacher in charge, who has worked under the disadvantage of being unfamiliar with the methods followed in Public Elementary Schools.

DARLINGTON.

SECOND YEAR STUDENTS.

At the time of my visit the needlework was under the care of a new teacher. I found certain weaknesses in the students' lessons—namely, a want of briskness in manner, and of definiteness in giving directions. I have, however, no doubt that these faults will ere this have been corrected by the needlework instructress, who appeared most painstaking. The work sent up at the Certificate Examination did not reach a high standard, the cutting-out test was seldom completed.

FIRST YEAR STUDENTS.

The actual needlework of the junior students was good, but the pattern-making and other tests were (as a whole) only fairly satisfactory.

DERBY.

SECOND YEAR STUDENTS.

The lessons were well suited to the capacities of the children; they were given in a pleasant, sympathetic manner. The students' finished needlework and the tests carried out at the Certificate Examination bore evidence to the thoroughness of their needlework training.

FIRST YEAR STUDENTS.

The written work deserved praise; the diagrams were very good.

DURHAM.

SECOND YEAR STUDENTS.

The general arrangements for the needlework teaching were very satisfactory and the lessons were good, practical ones. The finished work was often excellent. At the Certificate Examination many of the students did so little of their cutting-out test that marks for industry were lost. This was regrettable, as the needlework exercises were thoroughly well done.

FIRST YEAR STUDENTS.

The general quality of the tests was satisfactory, but more methodical arrangement in the written work must be aimed at.

EDGE HILL.

SECOND YEAR STUDENTS.

Some of the lessons were given at Brae Street Board School and some at the Clint Road Board School. They were thoroughly good ones, and produced satisfactory results. The criticism lesson was a very full one and was ably criticised. I was also present at some excellent lessons given by the teachers responsible for the needlework training of the students. The note-books, exercises, &c., showed careful attention to details.

FIRST YEAR STUDENTS.

Some excellent papers and well worked tests.

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GRAY'S INN ROAD (HOME AND COLONIAL).

SECOND YEAR STUDENTS.

The various schoolrooms are so scattered that much time was spent in going from one to the other, and it was difficult to get a thoroughly satisfactory grasp of the students' abilities to teach needlework; the general character of the lessons, however, was good. The present teacher (Miss Saunders) is well fitted for her post, she criticised most ably. The finished work was very satisfactory, it had been kept very clean (a difficult matter in Gray's Inn Road) great care and attention had evidently been paid to it.

FIRST YEAR STUDENTS.

The work of the junior students was good, the written papers though somewhat roughly illustrated were correct in matter and well arranged. A great improvement on the work of last year.

HOMERTON.

SECOND YEAR STUDENTS.

Some of the lessons were given at the new practising schools and some at the College, they generally reached a good standard. The finished work varied in quality, but was on the whole very satisfactory, the subject is carefully taught by the two teachers responsible for it. The tests at the Certificate Examination showed weakness.

FIRST YEAR STUDENTS.

The theoretical work was much better than the practical work, the latter was only fairly satisfactory.

KENNINGTON (ST. GABRIEL'S).

FIRST YEAR STUDENTS.

This college has made an excellent start, the students are being carefully and methodically taught, the instruction is given on practical lines. The results of the Certificate Examination were highly satisfactory.

LINCOLN.

SECOND YEAR STUDENTS.

The students and children were bright and in sympathy with each other, the results of the lessons were consequently very satisfactory. The needlework in the finished garments and in the certificate exercises was very good, the cutting-out tests had apparently presented some difficulties, as in several cases they were sent up in a very unfinished state.

FIRST YEAR STUDENTS.

The quality of the work at the Certificate Examination was very good, but the amount accomplished in the allotted time was very small.

LIVERPOOL.

SECOND YEAR STUDENTS.

The lessons were given in the practising schools and proved very successful ones, the students were gentle in manner, clear and definite in their directions. The exhibition of finished garments was excellent, the work was good, and the cleanliness and daintiness of everything deserved the highest praise.

FIRST YEAR STUDENTS.

The written papers were generally good, and the needlework was frequently excellent.

NORWICH.

SECOND YEAR STUDENTS.

A satisfactory examination, but one or two of the lessons would have been improved if more briskness had been imparted to them. The garments were extremely well and carefully made; much *taste*, combined with sensible and suitable work, was shown in them.

FIRST YEAR STUDENTS.

The practical work of the junior students was good, but the theoretical work showed a little weakness.

OXFORD.

SECOND YEAR STUDENTS.

The students were inclined to give too much individual attention to their pupils, the benefits of collective teaching were consequently lost to the class. The notes of lessons were excellent, the certificate tests were also very satisfactory.

FIRST YEAR STUDENTS

The standard of merit reached by the junior students was a high one, their needlework and pattern-making showed a good practical knowledge of the tests required from them.

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RIPON.

Second Year Students.

The lessons were, with one exception, thoroughly good ones, well suited to the various classes. The exercises and garments (completed or partly completed) testified to the careful teaching and supervision of the needlework instructress: the note-books, diagrams, paper patterns, &c., were most satisfactory.

First Year Students.

The tests at the Certificate Examination were well done, but the theoretical papers were too discursive.

SAFFRON WALDEN.

Second Year Students.

The general results of the students lessons were good, but the teaching itself was not always quite accurate, nor were the directions to the children as clear and definite as they should have been. The criticism lesson was not successful, the teacher was hurried in manner and incorrect in her methods; the critics were wanting in vigour, and their criticisms were weak. The finished work was particularly good.

First Year Students.

The stitches in the needlework exercises were very good, but the paper work was only fair.

SALISBURY.

Second Year Students.

I heard several excellent lessons, great energy combined with careful attention to details, rendered the instruction both interesting and valuable. The finished work was very satisfactory, and the Certificate Examination tests earned high marks.

First Year Students.

Well expressed papers, neatly-worked specimens, and well-proportioned patterns.

SOUTHLANDS.

Second Year Students.

The quality of the lessons varied considerably—a few excellent, a few fairly good. The students were inclined to treat girls of twelve and thirteen as if they were infants, forgetting that the manner of presenting a subject must be suitable to the average capacities of the class. There was some excellent needlework in the finished garments; but the cutting-out tests at the Certificate Examination were not satisfactory.

First Year Students.

The diagrams of garments were correctly drawn, but the needlework exercises were faulty in execution.

STOCKWELL.

Second Year Students.

The teaching was good, but some of the lessons were rather drawn out. The children would have gained an equal amount of knowledge if it had been presented to them in a more condensed form. The finished work, especially the notes of lessons, deserved praise. The tests at the certificate examination were extremely satisfactory.

First Year Students.

The theoretical papers were excellent, and much of the needlework reached an equally high standard.

SWANSEA.

Second Year Students.

The students were energetic and painstaking, they kept up the attention of their pupils and the results of their lessons were satisfactory. The test exercises, both in needlework and pattern-making, were well done and earned high marks.

First Year Students.

The results of the practical and theoretical examinations were most satisfactory.

TOTTENHAM.

Second Year Students.

The lessons were good ones, but they were not made quite as interesting as usual. The finished work was most satisfactory.

First Year Students.

The information given in the theorectical papers was quite correct, but the diagrams showed want of care, the greater number of the test exercises were well done.

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TRURO.

SECOND YEAR STUDENTS.

Six bright practical lessons were given to children brought in from the practising schools. The requirements of the needlework syllabus had been fully carried out by the students, their note-books being particularly neat. The subject is evidently receiving due attention.

FIRST YEAR STUDENTS.

The theoretical papers were illustrated by some excellent diagrams, the needlework tests were equally satisfactory.

WANDSWORTH.

SECOND YEAR STUDENTS.

The teaching powers of the students have greatly improved, the information they gave to their pupils was correct, and they conveyed it in a kind and pleasant way. The criticism lesson was a good one, but the remarks of the critics were not very vigorous nor incisive. The finished work showed very careful tuition.

FIRST YEAR STUDENTS.

Some weakness was shown in the work of the junior students.

WARRINGTON.

SECOND YEAR STUDENTS.

The practical work of the students showed a marked improvement, the certificate tests were also correctly carried out, several being excellent.

FIRST YEAR STUDENTS.

The work of the junior students reached a very satisfactory standard.

WHITELANDS.

SECOND YEAR STUDENTS.

Under somewhat difficult conditions, owing to alterations in the practising schools, the lessons were given by twelve students, who taught well; brightness of manner and accuracy in details characterised the lessons. The finished work was good and many of the needlework tests at the Certificate Examination were excellent.

FIRST YEAR STUDENTS.

The theoretical papers were well expressed and well illustrated; the needlework exercises were also sensibly carried out.

REPORTS ON DAY TRAINING COLLEGES 1900.

ABERYSTWYTH.

SECOND YEAR STUDENTS.

The quality of the students' teaching was uneven, three or four of the lessons were very good, the remainder were only fair. The needlework tests were well done; weakness was, however, shown in the patterns. The standard of efficiency reached by the students was creditable considering how far from satisfactory was their work when they were in the junior class.

FIRST YEAR STUDENTS.

In drawing the diagrams, due regard had been paid to the proportion of one part of a garment to another, the sketches were neatly carried out and the needlework exercises were well done. The written papers also secured good marks.

BANGOR (UNIVERSITY).

SECOND YEAR STUDENTS.

The lessons were good ones, and the children were bright and interested in the instruction; rather a stricter discipline would have made the lessons still more successful. Much of the needlework in the certificate tests and in the finished work was excellent. Patterns somewhat weak.

FIRST YEAR STUDENTS.

A very satisfactory standard was reached by the junior students; their paper work and needlework tests showed care and attention.

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BIRMINGHAM.

SECOND YEAR STUDENTS.

The new teacher of needlework has taken up her duties with much zeal, the results of her instruction (judged by the students' lessons and their practical needlework) were very satisfactory. The cutting-out exercises at the Certificate Examination were only fair, but the needlework tests were well done.

FIRST YEAR STUDENTS.

The theoretical examination was very satisfactory, but weakness was shown in the practical work.

BRISTOL.

SECOND YEAR STUDENTS.

The examination was held at the Merrywood Schools, the lessons were good ones, and had been carefully prepared, though they were somewhat lacking in individuality and vigour. A great deal of excellent work was to be found among the garments and exercises of the senior students.

FIRST YEAR STUDENTS.

A very satisfactory set of papers and needlework exercises.

CARDIFF.

SECOND YEAR STUDENTS.

The lessons were illustrated by excellent diagrams, they were given with the greatest attention to details, the manners of the teachers were bright and pleasant, they were energetic yet sympathetic with their pupils. The finished work showed great improvement. Many of the students had made their garments in flannelette, a material which does not lend itself as readily as calico to good needlework, but the greater number of the garments were well made. At the Certificate Examination the patterns were not satisfactory.

FIRST YEAR STUDENTS.

The average marks gained by the junior students were higher than those of last year, but weakness is still shown in the pattern-making.

LEEDS.

SECOND YEAR STUDENTS.

The teaching was practical and generally produced good results, though the students were somewhat unsympathetic in manner. The finished work, note-books, &c., showed much care and application.

FIRST YEAR STUDENTS.

The diagrams were carefully drawn, and the needlework exercises were correctly carried out. A very satisfactory set of tests.

MANCHESTER.

SECOND YEAR STUDENTS.

The examination was held at Ducie Avenue School. I heard two excellent lessons, but the other four were not so satisfactory. The students did not appear to realise the children's difficulties; they consequently did little to smooth them away. Their teaching was neither impressive nor definite. The practical work showed marked improvement.

FIRST YEAR STUDENTS.

Much neatness and finish were shown in the patterns; the needlework tests were also well done, and the papers were well expressed.

NEWCASTLE.

SECOND YEAR STUDENTS.

Careful preparation had been bestowed on the lessons, though some were a little dull and heavy. The finished work showed far more taste than formerly, and the greater part of it was excellent. The needlework instructress has done thoroughly good service in working up the subject.

FIRST YEAR STUDENTS.

The test in pattern-making was most satisfactorily carried out; the needlework exercises were also well done, and the finished work of the junior students reached a high standard.

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NOTTINGHAM.

Second Year Students.

Bright, interesting lessons were given by the students to the children of Radford Boulevard Board School. The results of the teaching were most satisfactory. The finished work was very good; in fact, every branch of the needlework instruction is carried out in a sensible, practical way.

First Year Students.

The diagrams which illustrated the theoretical papers were excellent; the needlework tests were also well done.

READING.

Second Year Students.

The lessons given by the students reached a very fair standard; their practical work was very good. The subject is being well and carefully taught.

First Year Students.

The junior students passed a most satisfactory examination. The theoretical papers would have been more valuable if they had been less discursive; they erred on the side of needless repetition.

SHEFFIELD.

Second Year Students.

The oral examination of the students produced satisfactory results. Much care and attention had evidently been given to the needlework instruction. Too much practical work had, however, been required from the students; their syllabus of work has now been reduced.

First Year Students.

Special mention must be made of the great improvement in the finished work of the junior class; last year it was far from satisfactory; this year great pains have been bestowed on it, and the results are good.

SOUTHAMPTON.

First Year Students.

The certificate tests were worked with care, the diagrams and needlework were very good. The questions in the theoretical papers were correctly answered and proved that the students were being satisfactorily instructed.

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REPORT *for the year* 1900, *by the late* SIR JOHN STAINER, *Inspector of Music, on the Examination in Music of the* STUDENTS *of* TRAINING COLLEGES *in* ENGLAND AND WALES.

MY LORD DUKE,

The musical work in Training Colleges during the past year calls for no special remarks. This may be accepted as a good sign. It means that both the system of preparation of students and our method of examining are running smoothly and well. Teachers of music in the Colleges fully recognise that they ought to be able to bring the most backward student up to the level of a pass, while, at the same time, I am happy to say that their zeal, backed up by the enthusiasm of the students, makes them often aim at the highest results obtainable from an artistic point of view. This shows itself specially in the careful selection and tasteful rendering of songs, and in the performances of the choral classes. The latter is an exacting and laborious portion of a teacher's work, which, however, can obtain no higher reward than the pleasure and approval of the Inspectors. The change which has taken place with regard to the grant for music in elementary schools, namely, that it has ceased to be special, and is merged in a block-grant, will not, it may be hoped, detrimentally change the attitude of school teachers towards this branch of work. Music in elementary schools has hitherto been cultivated to a considerable extent more for its own sake than for the pecuniary result. I am hopeful, therefore, that there will be no falling-off either in the quantity or quality of children's instruction.

The reports marked with an asterisk are by Dr. W. G. McNaught.

I have the honour to be, &c.,

JOHN STAINER.

To the President of the
Board of Education.

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RESIDENTIAL COLLEGES FOR MASTERS.

BANGOR.—The result of the examination was in every respect highly satisfactory. The majority of the men got through the various tests with ease and fluency; out of thirty students only five or six showed signs of weakness. The singing of the choral classes was quite excellent. After a few part-songs most tastefully rendered, the combined forces gave Mendelssohn's ode *O Sons of Art* with precision and spirit, the general effect being much enhanced by the accompaniment of a string band consisting chiefly of students.

BATTERSEA.—I examined one half of the students, and apparently I hit upon the better half, although taken alphabetically from the list. I found many men with excellent voices, and several who accompanied their fellow-students most creditably in their songs. The work, with few exceptions, was thoroughly sound. The selected songs were good, and they were often sung with great taste. The senior choral class, aided by the usual well-trained contingent of boys from the practising-school, sang the second part of Handel's *Alexander's Feast*, the first part having been given a year ago, an interval between the two parts which certainly could not have been contemplated by the composer. In addition to the P. F. accompaniment, there were twelve string instruments and a flute; ten of the instrumentalists were students. The first-year men rendered the *Ode to Music* by Myles B. Foster with much care and with good effect. I was more than satisfied with the general result of the examination.

* The students I examined were not a first-rate group, but they secured a fair average. The songs were good, and they were generally sung satisfactorily. The choral programme was excellently rendered.

BOROUGH ROAD (ISLEWORTH).—I did not find the men so musically gifted as they have sometimes proved heretofore. But a fairly good level was reached. The weak point was the reading of exercises in compound time. Many men whose work in other branches was excellent showed a falling-off in this. The songs were well selected, and the singing of the choral classes was most creditable. The juniors gave some part-songs by Mendelssohn and others, the seniors gave a spirited rendering of A. M. Smith's cantata *The Red King*. On the whole the result of the examination was highly satisfactory.

* The individual singing was somewhat rough. The tune-tests were fluently sung, but the time was not so satisfactory. The songs were well chosen and were often well sung, but some students had not acquired the power of singing with feeling.

*CARMARTHEN.—In the report for 1899 the then junior students were said to be not a very promising set. I regret to say that this forecast proved too true. The individual work this year was certainly unsatisfactory. Many of the students had very little power of sight-singing. This being so, it is a pleasure to record that the choral performances were excellent. The execution was clean and finished, and the rhythm, which is so often faulty in British choral singing, was full of life and contrast. It was unfortunate that this good result had not not been reached through the cultivation of individual skill.

The chief item of the programme was the dramatic chorus for double choir, *The Soldiers of Gideon* (Saint-Saëns).

*CHELSEA (St. Mark's).—The result was a fair average. Many of

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the students were skilful in all points, but quite as many had apparently not given steady attention to the subject. First-rate songs were presented, and they were often performed with great taste. The choral programme maintained the reputation of this college in the excellence of the quality of the music selected and in the effectiveness of its execution. The second-year students sang the symphonic ode *The Desert* (Felicien David) remarkably well. The first-year students sang five part-songs, and a students' orchestra—a new institution in this college—pleasantly played Schubert's *Ballet Music from Rosamunde* It is obvious that there is plenty of musical life in this college.

CHELTENHAM.—The result of the examination was entirely satisfactory. Of course there was a weak detachment, as must necessarily be found in every large college, and where weakness existed it showed itself, as usual, in the answers to the ear-tests. There were many meritorious accompanists of the excellent selection of songs, and though not presented for official criticism, the college orchestra practises steadily, with the best results on the musical training of the students. The performance of the junior and senior choral classes deserves special commendation; the former sang four part-songs, the latter gave a thoroughly good rendering of four movements from Mendelssohn's *Œdipus at Colonos.*

CHESTER.—The men were not a very musical set; the result of the examination was, however, fairly satisfactory. The frequent inability to read the time-tests fluently showed that some of the students had not prepared themselves with sufficient care. But, on the other hand, several had exceptionally good voices, and sang their songs (which had been most judiciously selected) with considerable taste. The programme of the choral performance was varied and interesting. It contained, amongst other pieces, Elgar's solo and chorus *Seek Him that maketh the seven stars,* Thorne's duet and chorus *Let us now praise famous men,* the Pilgrims' chorus from Wagner's *Tannhäuser,* Tombelle's *Voice of the Bells,* and a chorus from Mendelssohn's Œdipus at Colonos, *Ah! were I on yonder plain.* Some songs and a pianoforte duet were included. All were creditably rendered, although the vocal pitch was often barely maintained, and the quality of tone evidently suffered from several previous days' loyal cheering in honour of the success of our national arms.

* A fair average was attained. The sight-singing sometimes approached high excellence. Ear-tests were only fairly satisfactory. The choral performance was not up to the usual standard owing to the outdoor strain imposed by the fervour of patriotism; yet some of the songs were sung with real feeling and beauty of tone.

CULHAM.—The students were not a very musical set, although there were a few really good musicians amongst them. There was a good deal of hesitation in modulating at sight, and compound-time seemed to present unusual difficulty to many. Some excellent songs were presented, but in some cases they were much above the students' powers of execution. The juniors were not heard separately as a choral class, but they, in combination with the seniors, gave a capital rendering of Markull's cantata *Roland's Horn,* the pianoforte accompaniment of which was supplemented by six string instruments, a cornet, and drums. The result was most creditable alike to teacher and students.

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DURHAM.—The combined choral classes gave a most admirable performance of Alice Mary Smith's cantata *The Little Baltung*. The attack, enunciation, and quality of tone left nothing to be desired. But at the individual examination the men did not do so well. A considerable number had entered college without any musical training whatever, and most of these struggled through the work with difficulty. Many of the excellent songs selected by the teacher received very rough treatment from these backward ones; but a few had excellent voices and genuine taste. The music in this college has been steadily improving for the last few years, and as there certainly was great room for improvement, I consider the standard reached at this examination very creditable under the circumstances.

* EXETER.—The excellent teaching in the college is still somewhat baffled by the low average of the natural capacity of the students. The note-singing was satisfactory, except as regards the minor mode, the six-eight time was generally well done, and the ear-tests were often troublesome. The songs were good all round, and the execution as to clear enunciation and expression was most commendable.

The students of both years combined to give an excellent performance of *The Desert*, by Felicien David. The Principal recited the connective readings.

* HAMMERSMITH.—This year there were not many students gifted with musical skill. Sight-singing was not as a rule fluent enough to be of much use. The beating of time was a great trouble to many students. The choral performance included the *Gondolier's Serenade* by Schubert, and *Land of Beauty* by Mendelssohn.

PETERBOROUGH.—This college had a somewhat bountiful supply of good baritones, but a very small number of tenor voices, so the choral music was not as satisfactorily balanced as usual. Of course, this was a misfortune, not a fault. The programme, nevertheless, included many interesting part-songs and choruses, among which were Sullivan's *The Beleaguered*, Lloyd's *A wet sheet and a flowing sea*, and Mendelssohn's *Vintage Song* from *Lorlei*, all meritoriously rendered. The individual examination was remarkably good; there were no signs of weakness in the teaching in any branch. The men had evidently well backed up the efforts of their teacher to secure the best results; in consequence, a large majority gained the highest number of marks attainable.

SALTLEY.—Whatever may be the actual results of the examination at this college, I always come away with the impression that all that could be done for the musical training of the men has been done. I found on this occasion no falling-off. There were amongst the students some in a very backward state, but there were many with excellent voices whose singing and sight-reading were all that could be desired. Songs of the highest class were presented, and were often sung thoroughly well. The senior choral class gave Wagner's *Pilgrim's Chorus;* the juniors, H. Clarke's *Hark, hark, the lark;* then, both together performed most creditably a *Mass* by Van Bree, this being the third mass by the same composer heard in this college. The organ accompaniment added strength and solidity to the general effect. The general result of my visit I thought most satisfactory.

* In this college the intention to do well at the music examination

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is agreeably evident. Although on this occasion the lack of natural ability on the part of a few students brought the average marks down somewhat, the general result was commendable.

* WESTMINSTER.—There were a good many gifted and well-prepared students amongst the number presented. Others were depressingly unmusical. The singing generally lacked culture; it too often approached boisterousness. I stopped one student, who was singing a plaintively beautiful song with alarming force, and induced him to somewhat chasten his style. The songs submitted were invariably good, but they were hardly sufficiently utilised as a means of expression. Selections from Mendelssohn's *Antigone* were given with excellent effect. The senior students sang the "first" chorus parts, and the junior the "second" chorus. A soli quartet of students was particularly good.

* WINCHESTER.—The result was generally satisfactory, although few students possessed much natural capacity. The sight-reading was fluent, and the answers to ear-tests were fair. Good songs were presented, and care had been spent in preparing them. The choral performance was praiseworthy. The programme included Mendelssohn's Ode *To the Sons of Art*, and four part-songs

YORK.—At the individual examination the men, I cannot imagine why, seemed to suffer from nervousness generally. The weak points were; some hesitation in making modulations, and a want of smartness in beating the time-tests. Very beautiful songs had been selected and most carefully prepared. The choral music was deserving of the highest praise. The seniors, supplemented by a few juniors, gave an admirable rendering of Schumann's cantata for male voices, *The Luck of Edenhall*. Boys from the school then took part in Walford Davies' part-song *Rest*. After two more choruses the students and choristers passed into the chapel and sang the *Abide with me* by Bennett; after this, accompanied by a band of string and brass instruments, consisting with two exceptions of students, they gave an impressive rendering of Mendelssohn's *Fest Gesang*, the organ part ably supported by a junior.

RESIDENTIAL COLLEGES FOR MISTRESSES.

* BANGOR (NORTH WALES).—Very few students were really excellent, but on the whole the result was fair. The beating of time was found troublesome, and the ear-tests were answered with great hesitation. Most of the songs were of the right kind, and some were sung with good taste. The students of both years united in singing the cantata *Florabel*, by Dr. Roland Rogers. The performance suffered because of the bad balance of parts, three-fourths of the singers taking the first treble part and the remainder sharing the second treble and alto parts.

* BISHOP'S STORTFORD.—The sight tune-tests were satisfactorily sung, but the six-eight time, the beating, and the answers to ear-tests left something to be desired. The songs were well selected and carefully prepared. The first-year students sang three and the second-year two part-songs with good taste. Both years combined to sing a cantata hardly good enough for the occasion.

* BRIGHTON.—The musical reputation of this college is high. This

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year's results showed no falling-off. No other college in the country gained a higher place in the examination, viz., 95 per cent. of the marks. The songs were well chosen and very carefully sung. The first-year students sang several part-songs with taste and finish, and the second-year students sang equally well Franz Abt's cantata *Jorinda and Jorindel.*

* BRISTOL.—A satisfactory result. There were some weaknesses in the changes of key in the sight-tests, and the ear-tests were answered with much hesitation. The songs were commendable and had been carefully prepared. The choral programme included Bendall's exacting cantata *The Lady of Shalott*, which was admirably performed by the senior students. Three part-songs were nicely sung by the juniors.

* CHELTENHAM.—Nearly half the students gained full marks, but amongst the remainder there were some who were very weak all round. Hesitation at bridge notes, clumsiness in singing six-eight time, and slowness in answering ear-tests were the chief faults. The junior students sang some part-songs in promising style, and the senior students gave a capital performance of Cowen's cantata *The Rose of Life.*

CHELTENHAM (Ladies' College).—There were four second-year students, two of whom reached a very good standard. Beautiful songs were tastefully sung by all. For the choral class-singing the students of both years joined, bringing the total up to fifteen. Four part-songs were given, by Grieg, Rubinstein, Bennett, and Johnson, all of which were charmingly rendered. I had no criticism to offer, the teacher having evidently produced the best results with the material at her disposal.

* CHICHESTER.—The results were fairly satisfactory all round. There was no special excellence, but nearly all the students reached a good standard The songs were commendable, and they were often sung well. The students of both years combined to perform the cantata *Springtime*, by Franz Abt. In this the singing was neat and rhythmic.

DARLINGTON.—The students had been most carefully prepared, and their work reached a good level in every branch. The answers to ear-tests were unusually rapid and correct. Songs of the very best type had been selected, and many of them were most effectively sung. The junior choral class sang (without books) Mendelssohn's duet *I would that my love*, and two choruses from a cantata by Roeckel; the seniors, amongst other pieces, gave Schubert's *Coronach.* Both classes united in Costa's chorus *Make the car of a golden kingcup.* The juniors seemed a promising set; the tone of the seniors was most commendable for its fulness and free delivery. Both classes enunciated their words with great clearness.

DERBY.—I think the natural musical gifts of the students were not such as I have often before found in this college; but praiseworthy efforts had been made to bring every one of them up to a fair level of proficiency, and certainly there cannot be much cause for complaint when about one-half carry off full marks. But a considerable number had received no musical instruction whatever as pupil-teachers, and their shortcomings threw back the high general average which would

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otherwise have been reached. Very good songs were selected, and were often sung very sweetly.

In the evening the students, assisted by some members of the choir of St. Werburgh's Church and of the Derby Orpheus Society, gave a most effective rendering of Bennett's *Woman of Samaria* and Mozart's First Mass. The upper parts, including solos, of the former were entirely rendered, and most creditably, by the senior students. The juniors took the same important share in the performance of the latter. There is a genuine zeal for music amongst all connected with the college, whence is largely due the highly satisfactory results of the examination.

* DURHAM.—There was a slight falling-off in the general standard compared with that of the previous year, but on the whole the results were satisfactory.

The sight-singing was slow, but it had the merit of being correct, and the six-eight time was generally good. The answers to ear-tests were commendable. A good selection of songs was submitted. The execution was correct, but somewhat lacked inspiration. The choral programme included the cantatas *Old May Day*, by Cunningham Woods, *Nature and Love*, by Tschaïkowsky, and *The Village Fair*, by W. H. Longhurst. On the whole these works were satisfactorily rendered.

EDGEHILL.—The students often showed a little hesitation in reading modulations in the tonic sol-fa notation. But a substantial proportion of them gained full marks, and evidently possessed a natural taste for music. So I was quite satisfied with the general result. Some of the songs were hardly of a kind to educate those who sang them, but these were only a few among many excellent specimens. At the choral performance an interesting programme was offered, the chief work of interest being a cantata, *The Singers from the Sea*, by Behrend. There were also songs, a duet, and a trio. Perhaps the *Spinning Chorus* from Wagner's *Flying Dutchman* was rather too difficult for the juniors; they experienced some difficulty in maintaining the high notes, but nevertheless, both seniors and juniors acquitted themselves remarkably well, and the friends of the college, who had been invited to hear them, passed a very pleasant evening.

* The tests were sung rather laboriously, but with fair correctness. Answers to ear-tests were slow. The songs were mixed in quality and appropriateness. Some were sung admirably. The choral performances were interesting and effective.

GRAY'S INN ROAD (Home and Colonial).—The portion of students which I examined were, with but few exceptions, not musically gifted. Some few did not even secure their pass. The answers to the ear-tests were generally rather below the mark. But the admirable rendering of Smart's cantata, *King René's Daughter*, by the senior choral class proved that good material really existed. I have rarely heard a better performance of this work; both the *soli* and chorus parts were rendered with much taste and vigour, and the free production of tone and clear enunciation of the words was most commendable. The juniors also acquitted themselves well, giving several part-songs with great correctness and in good style.

* The individual work was hardly so good as is usual at this college. The sight-singing was only fair, and the answers to the ear-tests uncertain. The choral performance was admirable. The songs formed

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an excellent collection. Much time had been profitably spent over this branch of the work.

HOMERTON NEW COLLEGE (CAMBRIDGE).—The quality of the students' work was very unequal, but a majority of those I examined showed thorough preparation, and many had excellent voices and undoubted musical taste. As often happens, several who were meritorious pianists thought this would pull them through sight-singing with a moveable *do*, and found they had made a mistake. The songs, which had been carefully selected, were very nicely sung. The senior and junior choral classes in combination gave a good rendering of Thomson's *Forty-sixth Psalm*. The senior students sang a selection from Mendelssohn's music to *A Midsummer Night's Dream* very creditably, and the juniors a three-part song. On the whole, I was quite satisfied with the result.

* On the whole a satisfactory result. The examination had been seriously prepared for by most of the students I examined.

LINCOLN.—There was no falling-off in the careful preparation which the students of this college have always shown. When it is stated that nineteen out of twenty-five carried off full marks, more need not be said. A very beautiful selection of songs, in which some of the best English, French, German, and Italian masters were represented, were sung with great refinement and taste. The evening performance of the choral classes, always interesting, was on this occasion varied by the performance in costume of Jacobi's operetta *Cinderella*, in which many of the students showed histrionic as well as musical ability. The music of the programme proper consisted of the following part-songs, sung by the juniors: a *Night Hymn at Sea* (Goring Thomas), *The Gardener* (Brahms), *The Merry Beggars* (Cunningham Woods). The seniors gave Mendelssohn's motet *Laudate pueri Dominum*, Brahms' *A March Night*, Coleridge Taylor's *We strew these opiate flowers*, and Schubert's *God in Nature*. All were well rendered, but special praise is due to students and teacher alike for the admirable performance of Schubert's fine but difficult motet.

LIVERPOOL.—Many of the students whom I examined were quite unable to do justice to themselves owing to excessive nervousness. But in spite of this I found the work carefully prepared. I should have liked a little more facility in the application of the moveable *do* to the staff; but, on the other hand, the time-tests were as a rule well read. A beautiful selection of songs, duets, and trios were presented, all of them rendered with considerable taste. The afternoon performance was, as usual, very interesting. The programme consisted of a chorus, *La Patrie*, by Louis de Merlier; Beethoven's septet, played on three pianofortes by twelve hands; a duet from Halévy's opera *L'Eclair;* Raff's *Tarantelle* on three pianofortes; and two more choruses by Lachner and Locksley Hastings respectively. The chorus *La Patrie* and the operatic duet were sung to their French words. The intonation, production of tone, and attack, in the vocal pieces were remarkably good, and deserving of much praise. The instrumentalists acquitted themselves most creditably.

* The sight-singing was slow, and generally lacked confidence. The preparation had been painstaking in every detail. Every student knew exactly what was required. The beating of time was good. Ear-tests were answered with hesitation. The songs were excellent, and the choral singing, as usual, was quite remarkable.

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NORWICH AND ELY.—This college was fortunate in having a large number of students possessing excellent voices and also endowed with musical taste. With such material at hand, the painstaking teacher was able to send up his pupils so well prepared that a large majority carried off full marks. The smart and correct answers to the ear-tests were remarkable. The choral classes sang separately. The juniors gave part-songs by Abt, Smart, and German; the seniors two choruses, one of which was from Mancinelli's *Isaiah*. The classes then combined and sang a chorus from Benedict's *St. Cecilia* and Gounod's *O sing to God*. All the concerted music was rendered with absolute correctness and with genuine expression. The voice-production and clear enunciation of words deserve special commendation.

OXFORD.—The students of this college are fortunate in receiving an unusual amount of individual training from their indefatigable teacher. On previous visits I may have found better material, but the proofs of sound training were never more apparent. The singing of the time-tests was remarkably good; not one of the students lost a mark in this branch; a charming selection of songs had been made, and they were most tastefully sung. The choral classes (seniors and juniors combined) gave trios and part-songs by Schumann, Raff, Smart, and Reinecke in a most artistic manner; it was a real pleasure to hear such a performance. I can trace no falling-off in the deservedly high position this college holds musically.

* RIPON.—The influence of a new teacher as enthusiastic as he is skilful was strikingly apparent on this occasion. The tune-tests were remarkably well sung, but the time-work was not so satisfactory. The answers to ear-tests were very good indeed. An excellent selection of songs had been most carefully and conscientiously prepared. The choral programme was given in the evening, in order that the assistance of tenors and basses could be afforded in the production of Mendelssohn's *Hymn of Praise*. The choruses in this great work were splendidly sung.

* SAFFRON WALDEN.—The preparation of the students was satisfactory in all particulars. Good songs were submitted, and nearly all were well sung. The choral programme included a setting of *Psalm* 46 by James Thomson, some of the *Midsummer Night's Dream* music, and some part-songs. It was given with fair finish and good tone.

* SALISBURY.—Although the examination took place early in the year the students were fully prepared. If it had not been for the exceptionally poor capacity of some students, whom it would have been better to have withdrawn, the average result would have been high. The songs submitted were excellent, and it was a pleasure to hear them sung so well. The performance of the choral selection also deserves high praise. It included the cantata *A Daughter of the Sea*, by F. H. Cowen, and six part-songs. The tone of the voices was rich and full, and the execution clear and confident.

* SOUTHLANDS (BATTERSEA).—Many of the students showed considerable ability, and the general average was high, notwithstanding the weakness of a few. The beating of time had not received sufficient attention. The choral performances were first-rate. The programme submitted included the difficult cantata *The Sleeping Beauty*, by H. Lahse, and six excellent part-songs.

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STOCKWELL.—Amongst the students whom I examined were many with excellent voices, and several possessing genuine musical gifts. The result of the examination showed that there was no falling-off from the high standard usually reached by this college. Weakness was not observable in any branch of work, and the reading of the time-tests was much above the average; every student deservedly gained full marks in this subject. An excellent selection of songs was presented, and the choral-class singing was all that could be desired. The juniors gave some part-songs, and the seniors Mendelssohn's motet *O Lord, Thou hast searched me out*, with compositions by Grieg, Raff, Brahms, and others.

* The arrangements for music-teaching in this college are very satisfactory. Both notations are well taught. At this examination, in accordance with the custom at this college, the students were presented in the staff notation, and the results all round were praiseworthy. The excellence of the class-singing was reached by the great attention given to the individual students.

SWANSEA.—A high standard was reached at this examination. It was not that the students were by any means a brilliant set, but they had all been well looked after in every detail. Last year the college gained deservedly high praise for the inclusion in the song-list of the whole cycle of twenty songs known by the title *Die Schöne Müllerin*, by Schubert. This year the experiment was repeated, and again with success. The songs generally were admirably prepared. The choral performance was specially excellent; it included the cantata *The Golden City*, by Franz Abt, the three motets for female voices by Mendelssohn all sung by the seniors, and four part-songs sung by the juniors.

TOTTENHAM.—The portion of students examined by me had been admirably prepared; all their work was good, but the answers to ear-tests were very much above the average. The songs, which were carefully selected, and well adapted to the vocal powers of each student, were uniformly rendered in good taste. The choral classes, senior and junior, sang interesting programmes of choruses and part-songs; and the clearness of pronunciation, freedom of voice-production, and good quality of tone, for which this college has often before been commended, were once more conspicuous and praiseworthy.

* A very satisfactory examination. Both notations are well taught. The examination was conducted on the staff notation.

*TRURO.—There was a general tendency to labour at the sight-tests, but the reading was fairly correct. Answers to ear-tests were particularly slow. The songs were simple, but they were of a good type. The choral programme included the cantata *The Village Queen* by Dr. Vincent and three part-songs. The performance was quite satisfactory, clearness of enunciation and general tunefulness being noticeable points.

* WANDSWORTH.—Although much attention had been devoted to the musical training, the result was only fairly good. This was through no fault of the teaching, but was owing to the lack of natural capacity of many of the students. The songs selected were satisfactory, but not many students had voice enough to do justice to the choice. The somewhat difficult although very excellent cantata *King René's Daughter*, by Henry Smart, was most creditably sung by the senior students. The chorus *O sing to God*, by Gounod, and some part-songs were well rendered by the juniors.

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WARRINGTON.—The material was not quite as good as generally found in this college, but this seems only to have increased the energy of the teacher and the principal. The students were admirably prepared for the examination, and the result was highly satisfactory. The songs had been carefully selected, and were always nicely sung, a large number being accompanied on the pianoforte by the Principal. The work selected for the usual evening choral performance was Handel's *L'Allegro*. As on previous occasions, the male-voice parts were supplied by volunteer help, and the solos (with the exception of those for the bass) were entirely given by the students themselves. The pianoforte and harmonium accompaniments were most excellently played by a junior student and one of the teachers; a string quartet also assisted. The songs were often sung very sweetly, though the technical difficulties they contain were sometimes too evidently beyond the powers of such young amateurs. The choruses were without exception rendered most effectively.

* Much care had been spent over many students with limited natural capacity. Every student I examined had been well prepared. The general result was therefore fully satisfactory. I regret that I was unable to attend the performance of the choral music.

WHITELANDS.—The work generally reached a good standard, although amongst the students were many who had rather a struggle to secure a pass. The reading and beating of time-tests was uniformly excellent, and I thought the ear-tests were, as a rule, well mastered. The weakest point of the students whom I examined was the modulations met with in the tune-tests. They were not surmounted with any appearance of ease, and many students broke down completely at the attempt to change key. An excellent selection of songs had been prepared, and in many cases they were sung with much taste. The senior choral class sang Coleridge Taylor's cantata *The Gitanos* with great spirit, the *soli* parts being charmingly rendered. The junior class, a most promising set, gave some part-songs by G. A. Macfarren. Both classes pronounced their words with commendable clearness, and their voice-production gave undoubted signs of careful training.

* I examined about two-thirds of the students. It is not possible to say that the sight-tests were generally well done. The weakness was mainly in the reading of key change in the tonic-sol-fa tests. The theory of "bridge notes" had been grasped, but the practice was indifferent. Other parts of the examination were commendable. Many of the songs were beautifully sung.

RESIDENTIAL COLLEGE FOR BLIND TEACHERS, UPPER NORWOOD (MASTERS AND MISTRESSES).

The blind students in this college are carefully prepared in music. Tests were dictated and sung with fair freedom. The ear-exercises, in which the blind often exhibit more than average skill, were not very well answered on this occasion. Due attention had been given to the songs. The choral performances were excellent. Ten part-songs were submitted.

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Day Colleges for Masters.

Cambridge (University).—One student passed very creditably who had by some accident not presented himself to the musical teacher. The others showed that they had been most carefully prepared for the examination; the sight-reading of time and the ear-tests were mastered with praiseworthy facility. A beautiful selection of songs was presented, all of which were sympathetically accompanied by the admirable musician who trains the men. The choral classes in combination sang a chorus from Donizetti's *Lucia di Lammermoor*, another from Wagner's *Der fliegende Hollander*, and songs by Purcell and Schubert in unison. I was fully satisfied with the result of the examination

Liverpool (University College).—With one or two exceptions the men did remarkably well. Songs of the very best type were chosen for presentation, and were generally very well sung. There could be no doubt as to the thorough training the students were receiving. No choral music was attempted, partly on account of the very limited time placed at the disposal of the teacher, partly on the small number of available voices.

* London (King's College).—The results this year were rather better than usual. But the circumstances under which musical study is pursued in this college are not favourable. The sight-tests were read with fair fluency. Not much attention had been given to the excellent songs selected, and only two short part-songs were presented

Oxford (University).—Some of the men had very good voices, and some musical taste, but many had evidently been obliged to work hard to secure a respectable pass. Although the average of marks will probably be low, I was quite satisfied with the teaching; the answers to the ear-tests and the reading and beating of the time-tests gave ample proof that great attention had been given to the preparation of the men. An admirable selection of songs were sung, and the combined forces of seniors and juniors sang some glees and part-songs very creditably.

Day Colleges for Mistresses.

Bristol (University College).—The students had been most carefully prepared for the examination, and a very high standard was reached. Excellent songs were presented, and were generally rendered with taste and skill. The junior choral class sang three part-songs by Abt very well indeed. The seniors then gave Macfarren's cantata *Songs in a Cornfield*. A second cantata was ready for performance (Cowen's *Village Scenes*), but, considering the ability already displayed by the students, and the length of time the examination had occupied, I only asked for the first chorus. I was glad on leaving to tell the principal and the teacher of music how remarkably satisfactory the examination had proved in every respect.

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DAY COLLEGES.—MASTERS AND MISTRESSES.

ABERYSTWITH (University College).—I was much pleased with the general result of my examination. Of course, there were a certain number of students who were insufficiently prepared or naturally unmusical, but the majority showed a keen interest in their work, and passed most creditably. In the selection of songs, too many repetitions were noticeable; this, however, is not a serious fault. The singing of the choral classes was remarkably good. The programme included portions of Rossini's *Stabat Mater* and Mendelssohn's *Walpurgis Night*, and part-songs by Rathbone and Hubert Parry.

BANGOR (University College of North Wales).—I examined all the men, and a large proportion of the female students. The men were much better prepared with their work than on any previous occasion. Last year the average of marks gained in this test of practical skill was sixty-nine per cent.; this year it reached ninety-two. But the percentage might have been still higher but for the general neglect of the study of Time. Many students who should have carried off full marks without any difficulty at all had to be mulcted for breaking down in an ordinary time-test. Apart from this the result was highly satisfactory, although I should have liked a little less repetition in the song-list.

The female students did not reach such a high standard as the men; they shewed generally much hesitation in their answers to the ear-tests. Seniors and juniors of both sexes gave some choruses from Mendelssohn's *St. Paul* very heartily though rather roughly.

BIRMINGHAM (Mason University College).—I examined all the male students and a portion of the females. The men were well prepared, and their work reached a high standard. The choral singing of the seniors and juniors combined was excellent, all thoroughly enjoying the music. Several students played accompaniments meritoriously, and one played a solo on the flute very creditably.

The female students were not so satisfactory; in the time-tests, and ear-tests also, there was much hesitation and incorrectness. The class-singing was, however, distinctly good. The programme included one of Mendelssohn's fine motets for female voices, *O Praise the Lord*, Wagner's *Spinning Chorus*, Smart's trio *Hope and Memory*, and other interesting pieces.

* The sight-singing lacked fluency. At change of key there were frequent stops. The minor mode was found troublesome. Six-eight time had not been mastered by many. The songs were good and the quality of voice pleasing. The enunciation and expression were not satisfactory. As the main object in asking for a song is to enable student to exhibit power of uttering words distinctly and to sing with feeling, this deficiency was rather important. The class-singing was effective.

CARDIFF (University College of South Wales and Monmouthshire).—The result of the examination was not very satisfactory. Both in the sight-reading of tune-tests, and in the special tests themselves, the students showed a regrettable want of efficiency in their time. The answers to the ear-tests were in many cases palpable guesses. In the singing of the songs passages were not unfrequently rendered incor-

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rectly both as to rhythm and melody. Many of the students had excellent voices and an undoubted taste for music, but this did not remove my general impression that better work should have been done, and that there had been a lack of due preparation.

The singing of the two choral classes, whether separate or in combination, was fairly good. The selection of pieces included Schubert's *The Lord is my shepherd*, Mendelssohn's *Lift thine eyes*, and a portion of Dr. Joseph Parry's cantata *Cambria*.

* It was evident that not enough time had been given to the preparation of individuals. It is disappointing to find so few good singers in a college recruited chiefly from Wales. Many of the students seemed hardly to understand the meaning of a bridge note, and the time was often very bad. If the music-teaching in this college is to exert a good influence over school-singing in Wales, more attention must be given to serious preparation of the subject.

LEEDS (Yorkshire College).—A few of the men passed very creditably, but as a rule they were not musically gifted and their work did not attain a high standard. Some beautiful songs were sung, but in several cases they were most unfitted for the powers of the student, and consequently their rendering was, to put it politely, quite remarkable. The choral-class singing, which included some part-songs and Niel Gade's *Spring's Message*, was fairly good. There was a general tendency to flatten, but the high pitch of the pianoforte which accompanied it was partly to blame for this. On the whole the result of the examination was satisfactory, bearing in mind that men enrolled in day training colleges have not the same advantages with regard to the individual training in music which are within the reach of students in residential colleges.

* The female students had devoted a fair amount of attention to the work of preparation. There were satisfactory evidences of good teaching. The average ability was not high.

MANCHESTER (Owens College).—The men were a very unequal set—some of them very good indeed, others very poor; but on the whole I was fully satisfied with the result of the examination, because it was evident that great pains had been bestowed on their preparation. Good songs had been selected, and they were generally sung correctly and carefully. Students of both sexes took part in the choral performance. The juniors sang two glees and a part-song most creditably; the seniors gave a thoroughly good rendering of Nichols' cantata *An Ode to Music*.

* A good deal here depends upon the will of the students to learn. The opportunities of acquiring knowledge and skill are within their reach. The results of the present examination were not wholly satisfactory, notwithstanding the efforts of an able teacher.

NEWCASTLE (Durham College of Science).—A large proportion passed the examination most creditably, but others evidently had taken no interest in their work, and seemed quite content to have barely scraped through the tests. The songs were not as a rule carefully prepared, and many beautiful compositions were marred by a sad want of correct rendering. The performance of the combined choral classes was however admirable; two fine old madrigals, *Dainty fine bird*

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(O. Gibbons) and *April is in my mistress' face* (Morley), and Webbe's glee *Thy Voice O Harmony* were sung with remarkable taste and refinement. A chorus from Handel's Jephtha, *Cherub and Seraphim*, was also given with good attack and spirit.

* The female students were not a brilliant set. Many were very nervous, and therefore unable to do justice to themselves and their able teacher. The circumstances of the college do not favour much attention to individuals. It is therefore all the more necessary that students should work apart from the college. The tests were fairly well met, but there was rarely any fluency. The songs had not been sufficiently studied in many cases. The choral performances were excellent. The preparation of the programme must have instilled many useful lessons.

* NOTTINGHAM (University College).—The men were generally good, but the women were not so satisfactory; much individual attention had been given all round. The men sang the sight-tests with great fluency. The selection of songs was satisfactory, and due care had been expended upon the preparation. Five part-songs were very well performed by the juniors and seniors combined.

* READING.—This was the first music examination that had taken place at the college. Due attention to the subject had not been awakened, and therefore the results were not very satisfactory. It may be hoped that in future the students will regard music as a subject worthy of serious preparation.

SHEFFIELD (University College).—The College Choral Society gave a very excellent performance of Dr. Coward's cantata *Bethany;* the students formed part of the chorus, and in this way exhibited the result of their class work. Individually the women passed more creditably than the men, but I am sorry to say there were evident indications of insufficient preparation. A few of each group obtained full marks, but as a rule the sight-reading was very poor, and the ear-tests were seldom answered correctly and smartly. As the reading and beating of time can be taught to those who are even unmusical, a failure in this branch of work is a sure sign of negligence somewhere. A few good songs were presented, but the majority were quite unsuited for educational purposes.

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APPENDIX I.

REPORT BY DR. W. G. MCNAUGHT ON THE PAPERS WORKED AT THE CERTIFICATE EXAMINATION, JULY, 1900.

FIRST YEAR.

Staff Notation.—On the whole the answers were good. Such points as the signatures of keys and relations of value, as expressed by notes, were evidently familiar to candidates. Transposition and determination of the keys of given passages were points far more often inaccurately dealt with.

Tonic Sol-fa Notation.—The best answers were those to do with time notation, a subject which, in some former years, was often not adequately studied. A fair knowledge of intervals was displayed. The relations of the pitch of various keys, as understood to be shown on the tonic sol-fa plan, were pretty frequently inaccurately stated.

SECOND YEAR.

Staff Notation.—Four of the questions involved points connected with the minor key. Generally the answers to these questions were often faulty. Question 4 ("Write the diminished 7th found in the key of B minor, the augmented 5th found in the key of G minor, and the augmented 2nd, found in the key of D minor"), although put in a form often used in previous examinations, failed to elicit many intelligent answers. Of the four time questions, two were satisfactorily answered, but the other two, calling respectively for ability to transcribe and knowledge of syncopation, were not so well answered.

Tonic Sol-fa Notation.—As with the first year, the questions on time were generally answered commendably. The answers to the questions on transcription and that on syncopation were sometimes vague. The compass of "an average treble," as expressed in tonic sol-fa notation, was seldom properly stated.

APPENDIX II.

TABLE showing the PERCENTAGE of MARKS obtained by CANDIDATES examined in PRACTICAL SKILL IN MUSIC.

RESIDENTIAL COLLEGES.

STUDENTS of the SECOND YEAR.

MEN.

Training College.	Number of Candidates examined.	Percentage of Marks obtained.
Bangor	30	89
Battersea	60	89
Borough Road	68	88
Carmarthen	33	73
Chelsea	61	82
Cheltenham	50	88
Chester	54	88
Culham	42	86
Durham	36	76
Exeter	36	81
Hammersmith	12	81
Peterborough	25	90
Saltley	50	85
Westminster	57	88
Winchester	32	88
York	28	85

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WOMEN.

Training College.	Number of Candidates examined.	Percentage of Marks obtained.
Bangor (North Wales)	33	85
Bishop's Stortford	32	88
Brighton	32	95
Bristol	39	88
Cheltenham	37	84
Cheltenham (The Ladies' College)	4	82
Chichester	25	85
Darlington	35	89
Derby	42	84
Durham	42	85
Edge Hill	55	87
Gray's Inn Road	80	85
Homerton New	70	87
Lincoln	25	93
Liverpool	47	88
Norwich	33	94
Oxford	18	95
Ripon	48	91
Saffron Walden	30	89
Salisbury	45	83
Southlands	55	86
Stockwell	73	91
Swansea	42	93
Tottenham	51	93
Truro	22	90
Wandsworth	42	82
Warrington	58	90
Whitelands	85	85

TABLE showing the PERCENTAGE of MARKS obtained by CANDIDATES examined in PRACTICAL SKILL IN MUSIC.

DAY TRAINING COLLEGES.

STUDENTS of the SECOND YEAR.

MEN.

Training College.	Number of Candidates examined.	Percentage of Marks obtained.
Aberystwith	20	91
Bangor	20	92
Birmingham	12	91
Cambridge	6	86
Cardiff	28	76
Leeds	14	74
Liverpool	11	83
London (King's College)	21	73
Manchester	19	78
Newcastle	26	82
Nottingham	21	94
Oxford	13	85
Sheffield	7	74

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WOMEN.

Training College.	Number of Candidates examined.	Percentage of Marks obtained.
Aberystwith - - - - -	29	79
Bangor - - - - - -	25	82
Birmingham - - - - -	45	82
Bristol - - - - - - -	29	92
Cardiff - - - - - - -	27	75
Leeds - - - - - - -	23	71
Manchester - - - - - -	17	71
Newcastle - - - - - -	28	86
Nottingham - - - - - -	24	87
Reading - - - - - -	4	35
Sheffield - - - - - -	13	72

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DIVISION III.—SECONDARY SCHOOLS.

GENERAL REPORT *for the year* 1900, *by* C. A. BUCKMASTER, ESQ., *one of His Majesty's Chief Inspectors of Schools, on the* CENTRAL AND WESTERN DIVISIONS OF ENGLAND.

MY LORD DUKE,

The connection of secondary schools with the Board.

In my last report special reference was made to the connection existing between secondary schools and the Board of Education for the purposes of science and art instruction. The importance of this connection becomes annually greater, and is extending through the operation of the School of Science scheme to all the subjects of the school curriculum, and does not apply merely to those science and art subjects which admit of classification according to the terminology of the Science and Art Directory. The reports of my colleagues are full of evidence of the spread of this connection. The subject is one of great interest, and could scarcely be discussed too much, were it not that the rapidly changing conditions in regard to the State recognition of secondary education render any detailed criticism unadvisable. I propose, therefore, to deal more particularly in the present report with the position of science and technical instruction in other than secondary schools.

The growth of institutions for the teaching of science.

Nothing in English education is more remarkable than the manner in which special institutes for the purposes of science, art, and technical work have sprung up all over the country during the past twenty years. When I began work as an inspector there were scarcely half-a-dozen buildings which had been erected primarily for the purposes of science teaching. Most of the classes attended by older students were held in mechanics' institutes, in mill or factory premises, in elementary schools or chapel buildings. In almost all cases the teachers depended upon the grants from the Department for their remuneration, and it was largely to the enlightened self-interest of the teachers that the classes owed their existence. The committees managing these classes were voluntary bodies, of which some were energetic and far-sighted, while many others were hardly conscious of their own existence. Funds for apparatus or fittings came from subscriptions or from the teacher's pocket. Where a town possessed men as employers of labour who were keenly alive to the benefits of science instruction, there classes flourished, and places like Keighley, Oldham, Hull, or Crewe showed at once the demand for technical instruction, and the mode in which the demand was met. Gradually buildings specially intended for science and technical classes began to spring up, aided by building grants from the Science and Art Department, but not till the passing of the Technical Instruction Act did the progress become at all rapid.

The growth of schools of art.

Up to this date schools of art had appealed more forcibly to the claims of private benevolence, and numerous well-planned buildings for art work had been dotted about the country even before the eighties.

The change effected.

With the erection of technical institutes a gradual change came over the organization of science teaching. The class formed by the individual teacher, often without the slightest consideration of other

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classes, even of those in the same building, became gradually metamorphosed under the controlling power of Technical Education Committees and was replaced, more or less, by definite schemes of work, in which the individual teacher became a constituent unit, with real responsibility to his body of managers and with less and less dependence on a yearly varying grant. Now that the change is all but complete, and now that technical institutes are found in most towns of any size or importance in the country, it may be that the time has arrived for making some change in the method by which these larger institutes are aided by the Board. The method of paying upon attendances is still best in the case of all schools and classes where there is no considerable amount of permanent and well-organised work. But this system may well be regarded as a stepping-stone to one of greater simplicity in certain cases. Should it be possible in the future to inaugurate a new system which would relieve the more important educational institutions of the clerical work which is at present necessary in connection with their claims on attendances, the change would be welcomed. In my personal opinion there are several institutions connected with the Board where the introduction of a "block grant" system in the future would be of educational value. My colleagues have also reported to me cases where the speedy introduction of this system would meet with success. Much that will illustrate and amplify the few remarks that I have made will be found in the reports which follow. I cannot but think that they will be found of considerable interest. The first report which I present is that upon the Principality.

Possibility of further development.

The special educational legislation which Wales and Monmouth have now enjoyed for some years, the geographical configuration of their most densely populated districts, the large tracts of thinly populated country would, apart from any question of race or language, alone suffice to render their educational conditions of great interest. Wales is deservedly famous for the desire for knowledge shown by its people, and it would be easy again to report what has often been said in this respect, but it is, I think, better to point out how much still remains to be done rather than to utter congratulations over a progress which however great is still only part of a complete system of national education. This is well seen in the following report of Mr. D. E. Jones, which deals with the present position of science and technical work in Wales and Monmouth in regard to the provision of buildings, the development of advanced instruction and the present condition of the work of this Board so far as it affects the Intermediate Schools.

Wales.

Mr. Jones says:—

"At the beginning of the period to which this report relates (April, 1899) the district under my immediate charge consisted of the counties of Glamorgan, Monmouth, Carmarthen, and Brecon (160 schools). Mr. B. B. Skirrow, was in charge of the remaining Welsh counties and Shropshire (110 schools) as Junior Inspector. Last summer the district under my charge was enlarged so as to include the whole of Wales and Monmouthshire (13 counties and 3 county boroughs). Mr. Skirrow was transferred from Shrewsbury to Swansea, and a second Junior Inspector —Mr. J. H. Burrage—commenced his duties at Merthyr Tydfil in January. There are at present 231 schools in the district taking science and art classes (including seven training colleges and seven schools of science).

Mr. D. E. Jones' Report

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Buildings.

"With regard to evening science and art classes it is somewhat disconcerting to find, on looking up old reports, that the matters most needing attention now are often precisely those to which attention has been directed before, *e.g.*, the unsatisfactory nature or position of the buildings used, the bad access to them, and the lack of adequate experimental illustration, the latter being explainable partly by want of suitable apparatus and demonstration tables, and partly by the fact that many of the teachers have not enjoyed the advantage of proper laboratory training. Perhaps the repetition of these complaints is an indication of their correctness as well as of their importance. But two years further experience enable one to say more definitely where improvement is to be looked for, especially with regard to advanced work. It is becoming increasingly evident that no worthy progress can be made in our larger towns without the erection of technical institutes. Of such institutes, specially built for and devoted to technical instruction, we have not a single one in the Principality, if we except three schools of art. The trouble in Wales is not, as in some parts of England, that we have used and adapted temporary premises which prove unsatisfactory. Excepting in the county boroughs no attempt has yet been made to provide suitable premises. The bulk of the classes have been held in elementary schools, and the tradition that a class-room with fire and lighting, blackboard and benches, and 'a box of apparatus' is adequate equipment will die hard. The transference of some of the classes to county intermediate schools has improved matters. Especially is this true of classes in chemistry and practical chemistry, which are generally conducted by the teacher who takes these subjects in the day school. To teach behind your own lecture table, or work in your own laboratory is always easier and more grateful than to conduct classes in premises which are only at your disposal during class hours. Unfortunately many of the county schools, although well situated for day work, are in very unsuitable positions for evening students. On this account several important classes have had to be transferred back to elementary schools. For the same reason some of the county schools have never been utilised for evening classes, *e.g.*, there are as yet no classes in chemistry or practical chemistry at Barry, although there is a demand for them in the town, and the county school has good class rooms and laboratories, and a teacher ready and competent to conduct the classes.

Finance.

"The lack of special provision for technical classes does not indicate a lack of educational effort in the Principality, for all the counties and county boroughs have devoted the residue grant to educational purposes, and have rated themselves to the full extent (½d.) under the Welsh Education Act. Most of them have also rated themselves under the Technical Instruction Act, but it does not follow that the rates so raised—or the residue grant—are devoted to technical education. Grants are made out of the technical rates to intermediate schools, and a very large proportion of the residue grant is devoted to maintaining them. In the more agricultural counties the bulk of the residue grant is thus expended—in Carnarvonshire and Merioneth the whole of it, and in Pembrokeshire all but £100. Even in an industrial county like Monmouthshire the intermediate schools get half the residue grant.

The need of improvement.

"I am no advocate of spending money lavishly on bricks and mortar, but it seems absolutely necessary that we should provide technical institutes, even if modest ones, in a few of the larger towns. Half-a-dozen years ago the classes outside the county boroughs were mostly in the elementary stage. Since then the number of advanced students has slowly but steadily increased, and it is waste of money and effort to attempt to teach these students in their own villages. It is not worth a teacher's while to take a class of one or two; an attempt is often made to take them concurrently with the elementary students (with an extension of time), but in a lecturing subject this is quite futile. In Glamorganshire the need of separate advanced classes in mining has been recognised, and the senior mining lecturer in the county now devotes all his time to the advanced students. This is a welcome improvement, but the classes are

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taught in ordinary Board Schools, with no proper facilities for demonstration or experiment. In the county boroughs we may soon hope for improvement. Newport has already purchased a site at a cost of £4,300, and the town would be prepared to spend £20,000 on the new technical schools if the necessary borrowing powers were sanctioned by the Local Government Board; competitive plans for the proposed schools are now being obtained. At Swansea the technical work is divided between the School of Art (in very good premises) and the Municipal Technical School. The latter is housed in the old Grammar School (now an intermediate school) which has been extended and adapted for the purpose. The proposed engineering department has not yet been built, but part of the equipment has already been obtained. For the purpose of practical work in physics, applied mechanics, and chemistry, and proper illustration of classes in machine and building construction, this school is better equipped than anything we have to correspond to it in Cardiff, where for the past two years the allocation of sites for Town Hall, University College, Technical School, Intermediate School, etc., in the Cathays Park (purchased by the Corporation) has been a burning question. The college has succeeded in obtaining a free grant of three acres. The technical schools have only been offered a grant of an acre at a cost of about £3,500; a further application has been made to the Town Hall Committee, but so far no free site has been promised, in spite of the assurances of the Chairman of the Technical Instruction Committee that the annual cost per student 'was considerably lower than at any other such centre in the kingdom,' and that 'the school has done work which was not surpassed at any other technical centre'—statements which certainly appear to deserve consideration.

Newport. Swansea. Cardiff.

"In Monmouthshire the need to which I have above drawn attention appears to have been already felt. Nothing has yet been decided, but it is probable that a technical institute will soon be erected in a central position (at or near Crumlin). I cannot help feeling that in Glamorganshire a policy of greater concentration is desirable, and that it would result in economy of money and effort and greater efficiency of teaching. In Wales we believe strongly in 'bringing instruction to the people's doors.' If instruction means useful and interesting information, it can be brought almost anywhere by means of a teacher and a blackboard, or even by a cheap text-book. But if it means a training in observation and experiment, in the methods of science applied so as really to benefit industrial pursuits, then it is cheaper and more effective to bring students within reasonable distance to properly-equipped centres, than to allow fresh classes to be started, with county aid, in every village, without any sign of preliminary enquiry as to whether there are adequate facilities for the illustration of the subjects taught.

Monmouthshire. Glamorgan.

"I am glad to report some improvement in the teaching of building construction, mostly due to the introduction of new lecturers and new methods. I should like to see a corresponding improvement in machine construction, applied mechanics, and steam. At present these subjects are taught too much on the old lines of copying drawings and working problems. In applied mechanics the fundamental ideas of mass and weight, force and work, energy and power are disposed of too hurriedly; and laws which are capable of easy and interesting verification, such as Boyle's law and the law of friction, are simply stated as if they were *a priori* truths. The instruction loses much of its interest and value owing to the lack of proper illustration and verification such as is now common in subjects like chemistry, where the teachers have had the benefit of training in good laboratories. In the course of seven years inspecting in the Welsh District, during which I have visited scores of classes in mining, applied mechanics, and steam, I have heard many admirable lectures in which blackboard and diagrams have been used, have occasionally seen models and specimens handed round and examined, but during all these years I have never seen an actual experiment performed on the subjects mentioned. This is a rather appalling statement; but to the best of my recollection it is literally true. I know of one school where experiments

The Teaching of Science.

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and measurements in applied mechanics are certainly carried out in the laboratory and probably in lectures; but this is the only school in the district which is adequately equipped for such purposes. One further illustration may be given from the mining classes, which are doing good work and deserve all encouragement. I give it, not because it is specially bad or good, but because it is typical of a defect which is common in other subjects. In the mining classes students are frequently given the chemical formulæ, densities, &c., of gases. Towards the close of a recent inspection of an advanced class the teacher began to question the students, of his own motion, and choosing the questions himself. Amongst others he asked what was the density of carbon dioxide, immediately altering the question into the very practical form, 'Where would you find it in an air-way, and why?' The reply given by the student asked was 'In the middle of the air-way, because it is the same density as air.' I closely watched the faces of his fellow-students, but, although one or two looked doubtful, there was no sign of horror. Now, while the 'Principles of Mining' consist largely of simple applications of mechanics, physics, and chemistry, it is not of practical importance to a miner to know the chemical formulæ of a substance, or its density to several decimal places; but it is of importance, and may be a matter of life or death, for him to know certainly and definitely whether a commonly occurring gas is combustible or whether it is lighter or heavier than air. And such things can be illustrated in an easy and convincing manner. The fact that carbon dioxide is heavier than air can be shown by many simple and beautiful experiments; and I find it difficult to conceive that any student who had seen them would forget the fact or give such an answer as that mentioned.

Pupil-Teacher Centres.

"*Pupil Teacher Schools and Centres.*—I am glad to report that the excessive size of the classes in some of these schools has been reduced, and that two of them have started practical work. At Llanelly some of the pupils do practical chemistry at the higher grade school; but unfortunately the laboratory there is already overcrowded and overworked. At Newport a basement room has been fitted up as a laboratory for practical work in physiography (Sect. I.). Newport is in the unfortunate position, as compared with Cardiff, Swansea, Llanelly, Merthyr and the Rhondda, of having no higher grade school, school of science, or higher elementary school. The difference is observable in the first-year pupils who come to the pupil teacher school, especially in a lack of training to observe things for themselves and reason for themselves. At Cardiff no practical work is done, but many of the pupils have been through the adjoining school of science: the classification of pupils here is now better, and the facilities for experimental illustration of lessons have been improved. The Pontypridd centre has been removed from the very inadequate parish room to a school in which one class-room has been fitted up with demonstration table, etc. Porth still possesses a model of what the premises of a pupil teacher school should not be. The Merthyr Tydfil Board has for some time been considering a scheme for a school of science and pupil teacher centre, which will now probably become a higher elementary school and pupil teacher centre.

"The schemes for utilising county intermediate schools for the education of intending pupil teachers—in which Barry and Festiniog were the pioneers—continue to attract much attention in Wales. They will probably work best in small towns where the School Boards cannot afford to maintain centres of their own, and where many over-worked headmasters of elementary schools will probably welcome the relief thus afforded. The larger towns prefer to have their own pupil teacher centres. In rural districts, where the nearest county school may be some distance away, it seems rather sanguine to hope that probationers and pupil teachers will walk miles every day for the advantage of a secondary education, or that their parents will be able and willing to pay for lodgings. There are not wanting indications that some of the School Boards and teachers of elementary schools are unwilling to commit themselves to these schemes, and prefer at present to watch their operation elsewhere.

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"*Schools of Science.*—The Ebbw Vale County School has now been recognised as a school of science. It is only in its first year, but, like the others, is provided with chemical and physical laboratories and wood workshop (also a cooking kitchen). Two or three other intermediate schools seem half inclined to become schools of science: Barry would probably do so if it were not for the fact that a considerable proportion of its scholars are pupil teachers who do not attend full time at the school. In accordance with suggestions made to the Llanelly School Board, the boys' and girls' schools (under the same roof) there are now conducted as a single school, with greater economy of teaching power. Thus the number of schools of science remains the same, viz., 7. Schools of Science.

"None of the schools do metal work, although the Swansea Intermediate School will probably take up this subject when its engineering department is built. Towyn Intermediate School and Cardiff Higher Grade School continue to do very good work. From the latter school 23 pupils have matriculated at the Universities of London and Wales during the last two years. The complaints of lack of accommodation for practical physics has been met by fitting up a fine room which is now the largest physical laboratory in any school in the district.

"Two or three years ago the Ystradyfodwg School Board had some intention of starting a third school of science in the Rhondda. I advised them to wait and see whether the neighbourhood would support the two existing schools at Ystrad and Ferndale, with adequate advanced courses, especially as better buildings were urgently needed at Ystrad.

"*County Intermediate Schools.*—In view of the lengthy report submitted two years ago, I shall confine myself mainly to a matter which Inspectors have been specially asked to consider this year, viz., how far the teaching has been effective as a preparation for technological work and as increasing general intelligence and capacity in trade and industry. From this point of view it would be well if the schools paid more attention to Drawing (including Geometrical Drawing). Not that the subject is badly taught; but that much less is done in the average Welsh county school than, for example, in the Board's Schools of Science. And one might expect that our nearest approach to an universal language would be specially useful in a country from which the bi-lingual difficulty has by no means disappeared. As far as the teaching of English and French is concerned (there is very little German), the schools are working on good lines and making very satisfactory progress. Many schools have broken away from the method of teaching French as if it were a dead language. Oral examiners visit the schools, give out *dictées*, and report on the pronunciation and conversational powers of the pupils. The teaching of Mathematics also is, in general, good; the prevailing weakness is the attempt to do too much bookwork in Euclid. The University examinations are partly responsible for this, as for some other tendencies which probably hamper the free development of the schools. It seems a pity that the average boy of eleven or twelve should ever be set to "get up" propositions couched in unfamiliar language, and containing nice reasoning which does not really appeal to his mind at such an early age. He would be better employed in getting a practical knowledge of geometrical relations by methods which obviously do appeal to his activities—by constructions and measurements, methods of superposition and weighing, etc. He would thus get a working acquaintance with the results of the more important propositions, and could start much earlier at working out exercises and riders. For young pupils the training in geometry might well be connected with the earlier laboratory exercises in physics or elementary science. They would thus know something of the geometry of solid figures, of which boys who have been through the regular academic course often show the most astounding ignorance. Another result of devoting such a large amount of time to the formal teaching of Euclid is that few people are able to take up trigonometry; even an elementary knowledge of the latter would be of great service to those who wish to study Mechanics and Physics. The teaching of Mechanics is generally too broken, and until last year it seemed that Physics was gradually but steadily disappearing from the Welsh schools. County Intermediate Schools.

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It is scarcely likely to take the place which it now occupies in English schools until the University of Wales recognises it in the Matriculation examination. I think the schools would readily take it up; in fact some of them do both theoretical and practical physics (or elementary science) in the junior classes, then drop it at matriculation stage, and take it up again for honours papers. The instruction in Chemistry and Practical Chemistry is improving, but many teachers still treat the subject in a disconnected and scrappy fashion, and introduce formulæ and equations at too early a stage. One still finds air and water disposed of as subjects of a single lesson. This hurry is due to the practice, which still prevails in certain schools, of deferring science subjects until they are required for some examination. Last year I examined in practical chemistry 17 pupils in one school for the Senior Certificate. (This is of matriculation standard in the theoretical paper, and the Central Welsh Board requires candidates to pass in corresponding practical work.) Not one of the pupils had done any theoretical or practical chemistry before the beginning of the year. Their performance, from an examination point of view, was a remarkable testimony to the teacher's skill; but it was easy to see that he was bitterly disappointed at not being allowed to start the subject lower down in the school. Few of the school laboratories are large enough to take the junior classes. Hence it is not easy to decide which is cause and which effect. But one regrets both the smallness of the laboratories and the custom of restricting practical work to the upper classes or to selected pupils.

Mr. Tutton's Report.

Let us now turn to a somewhat more optimistic view and take the report submitted by Mr. A. E. Tutton, F.R.S., on the Oxford district. As a matter of fact it is in the purely rural counties that educational progress has been most marked. The enlightened action of the County Councils has revivified dozens of small or poorly endowed secondary schools, has provided them with buildings, apparatus, teachers and pupils, and has in some instances even founded new schools in places where the opportunities for higher education were deficient. Mr. Tutton reports as follows:—

"The district under my charge comprises the counties of Oxon, Berks, Bucks, Gloucester, Worcester, and Hereford. During the two years previous to October 1900, when the changes consequent on the increase of the inspectorate were introduced, I had been responsible for Oxon, Gloucester, Wilts and Somerset. Berks and Bucks had formed part of my district up to two years ago, when they were exchanged for Somerset. I am thus able to trace the progress of Science and Art in eight counties.

Characteristics of progress.

"The most striking characteristics of the very considerable progress which I am able to report may be summarised as follows:—

"1. The principle has taken firm root that sound work in a well-equipped day secondary school is the best basis for intelligent advanced work in both pure and applied science in evening technical schools.

"2. The advantages of extending modernised secondary teaching to girls as well as boys have become recognised, and the number of mixed secondary schools has increased.

"3. A marked decrease has been observed in the antagonism formerly occurring between the "modern" and "classical" types of secondary schools, and there is a tendency towards the evolution of a more ideal intermediate type of secondary school in which neither the scientific nor the literary teaching shall be carried on too exclusively, or to the detriment of the other.

"4. A great improvement is manifest in the larger technical schools in the teachingof advanced science, which is becoming more and more marked as the influence of modernised secondary school

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teaching becomes felt, in supplying pupils having elementary knowledge adequate to take advantage of such advanced teaching.

"5. The Clause VII. arrangement, inadequate as it may be, has given an immense impetus to science and art and technical work, by inspiring the County and County Borough Technical Instruction Committees adopting it, with a loftier feeling of responsibility for the efficiency of secondary and technical teaching in their areas. This has resulted in more judicious expenditure of the whiskey money in providing improved buildings, closer local supervision, and more correlated effort to supply the general and more particularly the peculiar needs of their respective areas.

"6. The great improvement in secondary school teaching which has now commenced in earnest is rapidly producing an educated youth who will be able not only to take advantage of advanced teaching in pure science, but who will be able to proceed intelligently to the study of technical subjects, such as electrical engineering and chemical technology. This indicates that the time is now ripe for the extension of the encouraging hand of the Board of Education to these technical subjects, in a much more comprehensive manner than has been possible to the City and Guilds of London, who have so long filled the gap.

Buckinghamshire.

"A noteworthy example of progress, embodying most of the characteristics enumerated, is afforded by the county of Bucks. When I last had the honour of reporting concerning this county a somewhat unfortunate state of matters prevailed. The Technical Instruction Committee adopted the plan of dividing the whiskey money among three sectional committees, each of which in turn again distributed their share among smaller local committees. The result was that there was no central guidance, and no central fund from which buildings grants, for the purpose of erecting efficient buildings for secondary or technical schools at the larger centres, could be allotted. I am pleased to be able now to report that the Technical Committee of this county have recognised the wisdom of abolishing this system. An able organising secretary, who had acquired valuable experience in the excellently managed county of Wiltshire, has been appointed, and with his aid a scheme has been drawn up, and I am glad to be able to add has been approved by the County Council, which should at once raise this county to high educational rank among our agricultural counties. It includes the provision of ten efficient modernised secondary schools, having chemical and physical laboratories, science lecture rooms and workshops some provided by additions to the existing premises of endowed schools, and some by the erection of altogether new premises; and also the improvement of existing, or the provision of new technical schools at the more important centres, Aylesbury, Slough, High Wycombe and Wolverton. Fortunately, a considerable unexpended balance of the whiskey money is available, from which building grants for these highly desirable purposes can at once be allotted.

Co-operation of secondary and technical schools.

"The appreciation of a thorough training in a secondary school, as a preliminary to advanced scientific and technical work, has led in many cases in this district to such close co-operation between the local secondary school and the technical school, that the new buildings which have been erected have either been planned to accommodate both, or the two buildings have been arranged to occupy adjacent plots of land. Instances of the first are the new Technical and Secondary School at Chippenham and the Grammar and Technical School at Cirencester, and of the second the Grammar and Technical School at Thame, and the technical school which it is arranged shall be erected at Cheltenham on land adjoining the Grammar School. Indeed much of my time has been occupied in assisting in the drawing up of plans for new buildings, and of new or amended schemes for endowed schools to admit of representation on the governing bodies of county councils, and also to admit of the amalgamation of hitherto separately existing science and art committees with endowed school governors. It is

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of interest in this regard to observe that owing to the closer relations now subsisting between the Board of Education and the Endowed Schools Commissioners, these new or amended schemes have been examined, approved and sealed with a celerity which formerly was unattainable.

Progress.

"Fully to record the progress which has been made at individual centres in the eight counties of which I have intimate knowledge would be to name practically every centre of population in their areas. It may, however, be concisely expressed in the statement of the fact that since my appointment six years ago there have been erected in the five counties of Oxon, Berks, Wilts, Gloucester, and Somerset alone no less than twelve new combined secondary and technical schools, twelve other new technical schools, and ten science wings at endowed schools, making a total of thirty-two entirely new and efficient institutions for science, art, and technology. When the approved plans for the new secondary and technical schools in Bucks are carried out, and also the new buildings being or about to be erected at Oxford, Cheltenham, and Tewkesbury are completed, the six counties enumerated will have contributed no less than fifty new institutions, many of them of an ambitious character, to the very solid progress made in this country in secondary and technical education since the year 1895.

Character of secondary education.

"That the secondary education afforded by these schools is rapidly raising the educational status of the youth of the district admits of no shadow of doubt. That the introduction of a judicious modicum of science into the older and more classical form of grammar school education is inducing a keener reasoning power, a more intelligent appreciation of the economic problems of modern life, and a greater fitness for the immediate plunge into the busy world is equally incontestable. The only danger, in my opinion, and as a man of science I may be permitted to say this without fear of being misunderstood, is that the change of method may be carried too far, and that thereby the thoroughness of the literary studies which are so essential to general education, before specialisation is advisable may be endangered, for the sharpened intellect can only make proper use of the solid natural facts which have been acquired when it is supported by a fundamental and adequate general education, particularly by the knowledge of French and German, which place the brains of the Continent at its disposal.

The teaching of science.

"I am glad to be able to report a general improvement in the mode of teaching experimental science. Contrary to what was observed six years ago, it is now very rare to find a teacher content to confine himself to mere oral teaching unsupported by experiment, and it is truly pleasing to find that the character of the experiments performed is frequently a relatively high one, and that the properly fitted lecture table is spread with apparatus of the kind only formerly seen in University Colleges. Moreover, the influence of the advocates of the heuristic method of teaching has proved to be so far effective that the general attention of teachers has been called to the educative value of calling forth the highest thinking and experimenting powers of the pupils, and although it appears very unlikely that the heuristic method pure and simple will ever be generally adopted, owing to the long period of time which it demands for the establishment of a relatively small number of facts, still there is a general tendency among the best teachers to adopt a method which may be truly described as embodying the happy mean between this extreme method and the older style of lecturing.

"I have further to report that there has always been the closest and happiest co-operation between the Clause VII. authorities in this district and myself as representing the Board. The Technical Instruction Committees of the counties of Oxon, Wilts, Somerset, and Bucks are proceeding steadily along the admirable lines already referred to in this and my preceding reports, in the development of the secondary and technical schools of their respective areas. One centre after another, as fast as the whiskey money permits, is being taken up and made efficient by the provision of laboratories and other necessary buildings and the maintenance of efficient

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science and art masters. The most urgent requirement in the geographic area of the first-named county is the erection of a new technical school in the city of Oxford, itself a county borough working under Clause VII. Plans are now being considered which provide for a building of the more important kind demanded by the premier university city, and there is good ground for hoping that the city authorities will shortly arrange for them to be effectively carried out. In the county borough of Worcester, whose Technical Instruction Committee is likewise acting under Clause VII., admirable work is being done in the Victoria Institute, both in the mixed day secondary school and the evening science, art, and technical classes, and also at the Grammar School, which is one of the best equipped and managed in my district. The county borough of Gloucester Technical Instruction Committee which has likewise placed itself under Clause VII, has an excellent sign of progress to show in the completion of the handsome laboratories of the School of Science and Art. The Technical Instruction Committee of the county of Gloucester has also at length commenced the more serious work of supplying the main centres of population with really efficient technical institutes, which was foreshadowed in the last report, by giving liberal aid in equipping the School of Science and Art at Stroud, whose new laboratories are now open. The Committee is also assisting largely in the erection of new science buildings at Cheltenham, adjoining the grammar school, and has contributed a considerable sum towards the new science wing recently completed at Cirencester Grammar School. In Wiltshire the event of the year has been the opening of the Technical School at Chippenham, which houses under one roof the secondary school and numerous well-managed science and art classes, formerly held in three separate parts of the town in temporary premises. The sense of the necessity for this school has been so keenly felt locally that both the Urban and the Rural District Councils have afforded financial aid towards its erection.

Oxford. Worcester Gloucester Wiltshire.

"The most difficult educational problem in this district is presented in the county borough of Bristol. When individual institutions in the same city are so ably managed, and therefore so strong, as are several of those in Bristol, notably the Merchant Venturers' Technical College, and the higher grade schools of the School Board, a strong and thoroughly representative local authority is clearly necessary to guide their activity in the direction of maximum utility and minimum overlapping, and to secure a proper distribution of the relatively large excise fund. The Technical Instruction Committee of Bristol has not yet seen its way to undertake the responsibilities of Clause VII., and has not taken the lead in settling the difficulty which is open to it. The matter has of course been complicated by the delay in deciding the legal question which has been pending between the London School Board and the Local Government Board. The temporary expedient has, however, been adopted of arranging a concordat between the Merchant Venturers', the School Board, and the managers of the School of Art, in accordance with the terms of which overlapping is partly avoided. This arrangement, however, has not given general satisfaction, and can at best only be regarded as a temporary measure. In my opinion, no stronger instance of the need of legislation on the subject of a local authority for secondary education could be mentioned than that of Bristol.

Bristol.

"There has been a considerable increase lately apparent in the provision made in the larger technical schools for purely technical work. Almost every new building being erected for this purpose is arranged to contain an electrical engineering laboratory, fitted with dynamo and gas or other engine, motor, storage cells, gearing, switch-board, volt- and am-meters. Provision for instruction in the principles of plumbing, metal-working, wood-carving, bread-making, cookery, and, in the West of England, textile fabrication, is also pretty general. Indeed, it can be foreseen with considerable certitude that it needs but the encouragement of grants from the Board of Education to cause a very important development of purely technical instruction. Numerous enquiries have been addressed to me, accompanied by expressions of a strong wish that this may be possible in the near future, by the authorities of technical schools in this district.

Technical institutes

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Mixed schools.

"With regard to the important question of mixed secondary schools, my experience has been that in cases where separate girls' schools and boys' schools, each having their own honourable traditions, exist in the same town, it is best to develop them separately; but that when no provision for girls has hitherto existed, the experiment of introducing the mixed element into a single secondary school is not attended to any appreciable extent with the evils which have been anticipated. All the mixed schools in this district are working well, and both sexes appear to have profited by acquiring somewhat of the better qualities of the other. The spirit of emulation which is usually visible tends also to greater efficiency.

Methods o payment.

"In conclusion, the reception which the new mode of payment has met with in the district may be referred to. The consensus of opinion is overwhelmingly favourable to the change from payment by results to payment on attendance modified by efficiency, as tested by inspection. But the new system itself is considered to be an improvement only, and as clearly indicating the way to a still more ideal method of payment in the future partaking somewhat of the nature of a block grant. Suggestions are freely thrown out that the grant might very safely be made to depend on the number of lessons imparted to the pupils in any one stage of a subject, with some provision for increased grant when the class exceeds in number certain fixed limits, which would safeguard the interests of large schools. For within these limits it is clear that it costs as much to provide for properly demonstrated lectures to a few pupils as to a larger class. It would be equally easy with such a system as with the present one, to modify the amount of the grant, within adequate limits, according to the efficiency of the school as tested by frequent inspection. Such a system would recommend itself to my mind, especially because of the great impetus it would impart to the teaching of the advanced and particularly the honours stages of the science subjects, in separate adequately equipped classes. For although advanced teaching has greatly improved since separate classes were insisted on, good honours classes are rarely found, far too many applications for teaching the advanced and honours stages concurrently being received. The reason is that it is properly so difficult to obtain a success in honours, that such classes are apt at present to be financial failures. As honours classes are very expensive if properly taught, it is arguable that they should be highly remunerated by grant. The work in honours is certainly of the utmost importance. I am of opinion that the encouragement of it will most amply repay the State, for it cannot be gainsaid that it is from honours students in their subsequent careers that notable achievements in science and economics are to be expected."

Honours work in science.

Mr. Laws Report.

As Mr. J. Parry Laws, like Mr. Tutton, deals principally with the relation between the county authorities and secondary schools and with the supply by technical institutes. I add his report here.

"One of the most useful directions in which the County Councils have expended their funds has undoubtedly been in the aid they have given to the ill-endowed foundation and grammar schools within their districts. Their timely aid has caused a steady improvement towards efficiency where in many instances, owing to diminishing revenue, decreasing efficiency or extinction would otherwise have been inevitable.

Cheshire.

"The effect of this enlightened policy will become strikingly manifest whenever an attempt is made to organise the secondary education of the country thoroughly. In this special direction the Cheshire County Council have been markedly successful. They have enabled a large number of the secondary schools materially to increase their influence by giving an annual subsidy, by supplying staff lecturers in special subjects, by their system of scholarships, and by making substantial money grants towards the building and equipment of laboratories and lecture rooms.

Every endowed school for boys in the county, which comes under the inspection of this Board has now been equipped, owing largely to the liberality of the authorities, with excellent chemical laboratories and lecture rooms.

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"The decadence of many of the rural grammar schools is no doubt in large measure due to the constantly decreasing area from which they can draw their pupils, owing to the greater facilities for communication which now exist with important towns where larger and better equipped schools are available. Some of the most efficient of the rural grammar schools, even where they have succeeded in attracting almost every available day student within their immediate neighbourhood, are still far from full. In order, therefore, further to increase their useful purpose a proposal is under consideration in Cheshire to throw some of these schools open to girls. The experiment appears to have met with success in other parts of the country.

Under-staffing and under-paying.

"While dealing with secondary schools there are two matters which call frequently for amendment; I refer to the general understaffing and the inadequate salaries paid to assistant masters in some of these schools. These defects are occasionally met with in their most acute form in some of the larger towns; it is by no means uncommon to find teachers, who after being occupied the whole of the day, are compelled to teach three, or even five nights a week in addition, in order to obtain a sufficient competence. Such a state of things must be opposed to the best interests of education, and cannot in the long run be true economy.

Schools of Science.

"With regard to the secondary schools which are working under the Board's regulations as Schools of Science, great advancement has taken place in the method and character of the science teaching, due to the earnest thought that has been continually given to the subject; not only have excellent and progressive courses been applied, but the theoretical and practical work has been most carefully correlated and co-ordinated. But while so much attention has been bestowed upon the science instruction, the literary side of these schools has, in too many cases, been unduly neglected, and its educational value partly lost sight of, for while there is a more or less general agreement as to the course to be adopted in the teaching of science there appears to be a great difference and divergence of opinion upon the so-called literary work. It is perhaps not wrong to ascribe to this somewhat one-sided development some of the mistaken prejudice which is found to exist in certain secondary schools which might with great and permanent advantage to themselves adopt the Board's regulations.

Technical Education.

"One of the most striking features both in my late and present district is the rapid and gratifying progress that is being made in the provision of suitable and well appointed technical institutes, and the consequent concentration into one building, specially erected and equipped for the purpose, of many isolated classes in separate subjects which in too many instances were previously conducted under unfavourable conditions both as regards accommodation and equipment.

"Within the last eighteen months four new technical institutes have been opened in the Boroughs of Leek and Longton, in North Staffordshire, and in Hyde and Macclesfield, in Cheshire; others are in course of erection, and some of the older institutes, now too small for their present requirements, are to be enlarged.

"Among the many advantages that result from these changes may be mentioned the gradual introduction of a permanent and more highly qualified staff of teachers, of better and sounder methods of instruction, and the praiseworthy efforts that are being made to induce students to take a broader view of their studies.

"Not only in the larger centres but throughout the whole district there is a general and well marked improvement in the character and scope of the teaching and equipment. One of the chief bars to the more rapid development of the work is undoubtedly the want of preparation of many of the students who attend these classes, and to find a remedy for this is both a difficult and pressing problem.

"A large number of students have not received any education beyond the elementary school, and as a long period frequently elapses between their leaving school and entering these classes their general education is too often very deficient.

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Systematic courses.

"To rectify this many of the more enlightened Committees have drawn up suggested courses of systematic study extending over a number of years, suited to the need of the various classes of students with whom they have to deal, and in some instances they have provided preparatory classes. Their efforts so far have not met with the success they deserve. The cause of this is not far to seek. The attendance of a student at these evening classes is nearly always a voluntary one and the students in question are free to choose their subjects of study, and do so with a view to their immediate and tangible benefit in daily work rather than with a view to their relative educational value. Any remedy that will tend to improve these conditions is therefore worthy of the fullest consideration. What appears to be urgently needed is a means of bridging over the period between the elementary school and the evening technical classes, so that students when they enter the latter may be sufficiently prepared fully to profit by the opportunities offered to them.

"No doubt some marked improvement in this direction will be brought about in the near future through the increase in the number of cheaper and efficient secondary schools and also by the rapid multiplication of schools of science throughout the country, but there will still be a fairly large percentage of students who will remain unaffected, and it is for these that some further provision is necessary. Whether the present system of *voluntary* evening continuation schools will ever be able to fill this gap and supply the want is a very doubtful point.

"Possibly some impetus might be given to the development of more systematic study among evening students if special certificates and awards for certain approved courses of instruction extending over a period of years were granted, and if Committees were specially assisted to provide such courses."

Mr. Fletcher's Report.

Mr. Fletcher's district covers the important centres of the Black Country and the Potteries, and I would especially direct attention to his remarks on the teaching of technology in evening classes.

Mr. Fletcher reports as follows:—

"This district, as at present constituted, consists of the counties of Staffordshire, Warwickshire, and Shropshire. As a result of the rearrangements Worcestershire nad Herefordshire have been taken away, and Shropshire and North Staffordshire added to the district.

At present I have under inspection:—

"9 Schools of Science (Day).
"37 Science Schools. The provision of laboratories for the practical teaching of science being taken as a basis of distinction.
"59 Science and Art Classes (including 2 Pupil-Teacher centres).
"2 Training Colleges.

Schools of Science.

"*Schools of Science.*—The efficiency of these schools continues to increase, and I am pleased to note that the standard of the work done is steadily rising. In the case of the Bablake School at Coventry, a high percentage of students are retained for the advanced course, and a good number remain for a fourth year. The Governors, acting on my recommendation, have just equipped an advanced physical laboratory, and have installed a small electrical plant for the use of these students. The 'George Dixon' School at Birmingham, so long held in unsuitable buildings in Bridge Street, has now been transferred to Oozels Street, where Board School buildings have (as far as may be) been adapted to the needs of a school of science. The arrangement is far from perfect, but an excellent elementary physical laboratory has been equipped, and the conditions are much more favourable than heretofore.

Leek.

"At Leek (Staffs.) a school of science has been started under ve y favourable auspices in connection with the Nicholson Institute. The population of Leek is about 15,000. There are already over 100 day scholars,

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of whom about 35 are in the school of science. The school provides for the education of both boys and girls.

"At Longton (Staffs.)—population 35,000—the Endowed School has been taken over by the Town Council, and this body, under a scheme approved by the Charity Commission, has applied to the Board for recognition as a school of science. The High School (formerly called the Endowed School) has no chemical laboratory, but it is proposed that chemistry shall be taught at the Sutherland Institute, which is within fifty yards of the school, and is under the same administration. The latter institution was formally opened in November, 1899, and is mainly employed for evening work in science, art, and technology. The building, which cost over £12,000, possesses chemical and metallurgical laboratories, the latter being equipped for instruction in pottery manufacture. Longton.

"At Warwick the Boys' Middle School has, under a scheme approved by the Charity Commission, provided additional accommodation. Aided by the Warwickshire County Council, important additions have been made, including art rooms, chemical and physical laboratories, a workshop for manual instruction, etc. These rooms will be employed for evening classes in science and art, the present building in Swan Street being quite inadequate. It is proposed also to apply for recognition as a day school of science. Whitchurch Grammar School, and several other secondary schools in the district, will also probably apply for recognition under this scheme. It is coming to be recognised that the School of Science course affords a sound curriculum for the modern side of secondary schools. Instruction in manual work has hitherto stood in the way of some schools. This, however, is not because any exception is taken to manual work as an element in education, but because of the nature of the examinations for which secondary schools from one consideration or other prepare their pupils. Another and greater difficulty—the want of adequate accommodation for the practical teaching of chemistry and physics—is being overcome, in some cases by the schools alone, in others by the financial aid afforded by county councils. The County Council of Warwickshire has lately made such building and equipment grants to a number of grammar schools as will do much to increase the efficiency of the science teaching in them. Warwick.

"I should like to be permitted to make one remark respecting the teaching in schools of science. There is some danger of students in the advanced course being *over-taught*. One occasionally notices an absence of self-reliance and initiative on the part of such students. It is easy to do too much for them. Place such a student before a previously-arranged set of physical apparatus and say 'use that,' and he will, in a more or less automatic manner, obtain some sort of result. Give him a practical problem of the same order and he remains helplessly inert. It would be well if a portion of the year's work, at all events, should consist of problems—more or less of the nature of simple research, in which the student should have to think out and determine his method, and personally fit up and arrange the apparatus required. Something in the nature of the scheme of '*projets*,' followed in the *École des Arts et Manufactures* at Paris, is needed.

"*Science and Art Schools and Classes.*—I had occasion, in a previous report, to refer to inadequacy of accommodation in certain towns. I am pleased to report that in several instances this defect is being, or has been, remedied. At Oldbury a new technical school—so much needed—has been erected. At Leamington a new science and art school is in course of erection. Smethwick has decided to supply the pressing need for a technical school. At Shrewsbury, science and art instruction, so long carried on under most unfavourable conditions, has been improved by modifying and adapting an existing building. The alterations are not yet complete. Science and art instruction.

"The County Technical School at Stafford is undergoing some alteration and a new physical laboratory is being equipped.

"Wem Grammar School has carried out extensions, including the provision of chemical laboratory and science lecture room. Whitchurch Grammar School has also built small chemical and physical laboratories.

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"Beneficial changes are being made at Newport Grammar School, including the provision of chemical and physical laboratories. These improvements have, in general, been assisted by grants from the county councils. In the Birmingham Technical School an engineering department has been organised, and an excellent mechanical laboratory equipped. Much remains to be done, and it is proposed to equip an engine-testing room. The syllabus of practical mathematics has been adopted here with very successful results.

It will be seen that considerable progress is being made, but much remains to be done. The equipment of much needed physical laboratories is proceeding and the work done in them is generally on right lines. The teaching of elementary theoretical physics is, however, weak in evening schools and classes, and it is said that this is due in some measure to the syllabus. Many classes would, in my opinion, benefit by going through a syllabus of general elementary physics before taking the advanced course of any branch of that subject.

Technological Instruction.

Technological Instruction.—A large number of classes in technology are subsidised by county councils. The syllabuses of the City and Guilds of London Institute are usually followed, and much useful work is done. At the same time several obvious and radical defects exist. Technological students in general desire only to attend the particular class dealing with their own industry. Now the best technology teachers are usually those actually engaged in the industry, yet these same teachers are often wanting in scientific method and in that knowledge of science and art which alone affords a sound foundation for technical instruction. Some inducement is held out by the granting of full technological certificates by the City and Guilds Institute which involve certain qualifying subjects in science and art but the inducement requires some strengthening. Students of technology should all receive concurrent or preliminary instruction in general principles of science. There is something to be said for the attitude of these students, for in many cases, they fail to perceive the bearing of the science classes on their work—and the student of technology is nothing if not practical. It seems desirable, as far as may be, within sound educational limits, that the teaching should be practical rather than academical, and illustrations might more frequently be drawn from industrial sources. The teaching would gain rather than lose by this.

"It is desirable also that closer relationship should exist between science, art and technological teaching. In general, a great gulf is set between them. Yet it is obvious that in regard to applied art, science plays an important part—indeed they are mutually helpful.

"In conclusion I may remark that much educational activity exists in the district. In Staffordshire especially great progress is being made. An influential council for promoting higher education in the pottery towns has been formed and it is proposed to establish an institution for higher education which, it is hoped, may meet the need for a training college for teachers as well as provide for higher science and technical training, and for university extension work. A site has already been secured."

Mr. Edwards' Report.

The four South-Western counties of England have lately been placed in charge of Mr. W. B. D. Edwards. Cornwall is almost the only centre where instruction in metalliferous mining and allied branches of applied science can be obtained. Devonshire till the present session has had comparatively few of the secondary schools formally connected with the Board, while in the adjoining county of Dorset almost all the secondary schools are thus connected. In Somerset the newly opened school of Blackford is an example of an unusual type of education with which we shall hope to be able to deal fully on a future occasion.

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Mr. Edwards reports as follows:—

"An acquaintance of only five months with my present district and the short time placed at my disposal for writing a report, do not justify my doing more than giving a general review of the educational facilities which come within my ken, and touching on one or two special points connected with the work.

"The counties composing the district are Cornwall, Devonshire, Dorset, and Somerset. All four of these have come under Clause VII. of the Directory, the Technical Education Committees of the County Councils thus becoming responsible for the science and art teaching. The County Councils seem fully alive to the needs of their respective counties and so far as they are able, under existing circumstances, are doing what they can to bring about improvements and changes.

Cornwall. "*Cornwall.*—There is one school of science, held at the Technical School at Truro. This is quite a new departure and a promising start has been made. Some 10 technical schools and institutes fairly well distributed over the county provide instruction in various subjects—chiefly in agriculture, mining, metallurgy, and chemistry. Those at Penzance and Camborne attract students from other parts of the country besides supplying local needs. It appears to be somewhat unnecessary for the Technical Schools at Camborne and Redruth both to be doing practically the same work and thus probably running to a certain extent in competition with one another. I would suggest that one or other of these should take up more especially the mechanical and engineering side of mining. Evening classes, and in a few cases day classes also, are held in some 25 elementary schools in the country districts. It is a question whether some of these are doing much good or are only wasting money.

Secondary education appears to be supplied almost altogether by private schools. Endowed and grammar schools are conspicuous by their absence and to anyone acquainted with educational matters in the Midlands, this is a most striking fact. Under present circumstances none of these schools can have anything to do with the Board of Education, but there is no doubt that many of them would be willing to undergo inspection and to earn grants, if the regulations allowed it. At present the only way out of the difficulty is for such schools to be turned into companies, the shareholders agreeing to take not more than 5 per cent. on their capital. This is not always feasible now, and under the new Companies Amendment Act will probably be still more difficult.

Devonshire. "*Devonshire.*—There are now Schools of Science at Kingsbridge and Totnes Grammar Schools, at West Buckland County School and at Plymouth. The last is carried on partly in the technical school and partly in the Regent Street Higher Grade Board School, an arrangement which appears to be working satisfactorily. There are also large technical schools at Exeter, Devonport and Plymouth, and some half-dozen similar institutions giving instruction of much the same sort in various parts of th county. Besides these, evening and day classes are held in several grammar and elementary schools. As in Cornwall much of the secondary education is supplied by private schools, though not to the same extent, as there is a fair number of endowed grammar schools.

Dorset. "*Dorset.*—The Grammar Schools at Wimborne, Dorchester, Gillingham, Shaftesbury and Foster's Endowed School at Sherborne are all Schools of Science. The buildings and equipment vary a good deal in the standard of suitability, but on the whole the class-room and laboratory accommodation may be considered fairly satisfactory. Day classes are held at two other secondary schools, Beaminster and Blandford, and evening classes at four technical institutes, two grammar schools and two elementary schools.

Somerset. "*Somerset.*—In the county there are five Schools of Science and there is also one at the technical school at Bath.

Classes either in the day or evening are held at four technical institutes,

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some fourteen secondary and grammar schools, and seven elementary schools.

This county appears to be better supplied with endowed secondary schools than either Devon or Cornwall."

Conclusion.

In concluding this survey of the work of my division it is evident that some at least of the problems connected with secondary and technical education are in process of solution, but it is only by comparing the present with the past that the full nature of these changes can be properly appreciated. My colleagues have dealt very generally with the question of buildings. Let me add for comparison some facts gleaned from my own county of Kent. In the year 1880 there were in that county 31 centres of science and art instruction distributed among 22 towns and villages.

Sixteen of these centres were elementary schools, five were Church or Mechanics Institutes, two were described as Public Halls, one as a Museum, another a Town Hall; while one private school, three secondary schools and one disused market house all but complete the list. In only one case was the science and art instruction given in a building specially erected for the purpose.

Twenty years after we find that no less than twelve of the larger towns have built or are building special technical schools or institutes, and are supporting out of public funds the educational work carried on in them. Of the secondary schools there are now 14 under the inspection of the Board in regard to all or part of their educational work, and while the total number of centres of instruction shows little variation after the lapse of two decades the character of that instruction has materially improved. In Kent as in other parts of the country one cannot fail to be conscious that the problems of secondary education are at once the most pressing and the most complicated. The provision of schools in thickly populated centres, the supply of adequate funds, the proper payment of teachers and the relative importance of the numerous subjects each of which claims a place on the school's time-table are all questions demanding speedy and satisfactory answers. I can only hope that any legislative assistance or guidance from some central authority will neither prevent the trial of new educational experiments nor debar enterprising or enthusiastic teachers from developing within reasonable limits their own ideas of subject and method.

I have the honour to be, etc.,

CHAS. A. BUCKMASTER.

To the President
of the Board of Education.

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GENERAL REPORT *for the Year* 1900 *by* DR. H. H. HOFFERT, *one of His Majesty's Chief Inspectors of Schools, on the* SOUTHERN *and* EASTERN DIVISIONS *of* ENGLAND.

MY LORD DUKE,

In presenting my report for the year 1900, a few words of preface appear to be desirable on the changes which have taken place during the year in consequence of the increase in the Inspectorate and the rearrangement of the Inspectors' districts.

As a result of these changes the division of which I have charge has been considerably altered, and now includes the following four Inspectors' districts, in addition to a section of London for which I am myself, with the assistance of Mr. Westaway, more directly responsible :—

1. Surrey, Sussex, Hants, and Wilts, in charge of Mr. Swain assisted by Mr. Parkinson.

2. Middlesex, Essex, Suffolk, Hertford, and Bedford, in charge of Dr. Ball, assisted by Mr. Guest.

3. Cambridge, Huntingdon, Norfolk, Lincoln, and Nottingham, in charge of Dr. S. F. Dufton, assisted by Mr. Brill.

4. Derby, Leicester, Northampton, and Rutland, in charge of Mr. Wager, assisted by Dr. Leicester.

Since this rearrangement was effected there has not been sufficient time for the Inspectors to enter fully into touch with the various centres of educational activity in their new districts. Nevertheless, the reports which I have received, and from which I have freely quoted in the following pages, give many interesting details of the progress which is being made in the division, more especially in the development of secondary schools, as a result of the increased attention which is being paid to secondary education by the various local authorities.

Schools of science.

Schools of Science.—Eleven schools have been newly recognised as schools of science during the year, bringing up the number in the division to 72.

Lincolnshire.

The Grammar School at Sedgebrook, to which allusion was made in my last report, has now entered into use of its new science buildings provided by the County Council for the Kesteven division of Lincolnshire, and has thus become eligible for acceptance as a school of science.

Cambridgeshire.

The Technical Education Committee of the Cambridgeshire County Council has started a school of science in the Technical Institute at Cambridge, which is intended to be specially arranged for the needs of the surrounding rural districts. Some difficulty has arisen regarding possible competition between this school and the Perse School, which is quite close to it; but the aims of these schools are essentially different, nd there should be no interference of one with the other.

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London. In London a school of science has been formed as a day department of the Woolwich Polytechnic. The Roan School for Boys at Greenwich has acquired very good accommodation for science instruction and bids fair to become a very efficient school of science. The Addey and Stanhope School at Deptford has entered into full use of its new buildings and should go on increasing in efficiency and usefulness.

Dr. Ball reports :—

Middlesex. "In Middlesex special attention is being paid by the Technical Committee to the question of secondary education, and the larger schools are being rapidly developed. At the Tottenham Polytechnic, which receives a large grant from the County Council, a school of science has been established. This begins with between 70 and 80 pupils, and gives evidence of a probably successful future.

Bedfordshire. "In Bedfordshire there is as yet no school of science. The establishment of one at Luton would be very desirable. The provision of such a school in another part of the county is under consideration.

Hertfordshire. At Hertford Grammar School new laboratories have been erected with the assistance of the County Council Technical Education Committee.

Suffolk. In Suffolk a school of science has recently been commenced at Lowestoft.

Mr. Wager reports :—

Derbyshire. "In Derbyshire the new buildings at the Chesterfield Grammar School, which have just been completed, afford ample accommodation both for the Day School of Science and for the Evening Classes, which are now taken there instead of at the Memorial Hall. The additions which have been made include chemical and physical laboratories, workshop, art rooms, gymnasium and class rooms. The laboratories are well equipped for instruction both in science and technical subjects.

"At the Staveley Grammar School new buildings have been erected, which include well equipped chemical and physical laboratories, lecture room and class rooms, and a cookery room. The school is conducted as a dual school for boys and girls, and appears to be doing very satisfactory work.

"There are now nine schools of science in the county, including the Derby School in the town of Derby. The Grammar School at Wirksworth is being conducted as a rural school of science, and appears to be successful. It has also been suggested that the Ashbourne Grammar School should be converted into a rural school of science, and there is no doubt that if this were done it would do much to improve the school.

Leicestershire. "In Leicestershire there are six schools of science, including two in the town of Leicester. All these schools are equipped with laboratories for practical work in chemistry and physics, and two of them—the Wyggeston School, Leicester, and the Grammar School at Ashby-de-la-Zouch—have small laboratories for biological work.

Northamptonshire. "There are no schools of science in Northamptonshire. The principal institutions working under the regulations of the Board of Education are the Northampton and County Modern School and the Wellingborough Technical Institute. The County School includes a day school for boys and evening classes in science and art and technical subjects. The day school practically takes the position of a school of science, but the laboratory accommodation is not yet sufficiently good to allow it to be recognised as such. It is hoped that in a few years new buildings may be erected which will include proper accommodation for practical work in physics and chemistry sufficient for the school of science curriculum."

Mr. Swain reports :—

Sutton. "The new county school at Sutton has made a good start. The number of students has been rapidly increasing throughout the year. In this, as

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in other cases where the building is intended to serve the dual purpose of a day school and an evening institute, the accommodation for day students has been apparently too much subordinated to the exigencies of evening instruction for adults. It is doubtless an expensive undertaking to furnish and equip a building which shall equally well answer for both purposes.

Chippenham. "Towards the end of the year the town of Chippenham witnessed the formal opening of its new secondary county school for girls and boys. Much public spirit has been shown in the effort to defray the cost of the building. In addition to an Urban District Rate, the Rural District has imposed upon itself a small rate under the Technical Instruction Act. This is noteworthy as being one of the first instances, if not the first, in which a rural district has so acted. The building is one of which the subscribers may be justly proud, and its close proximity to the railway station, especially when the train service is improved, will help to widen the area from which scholars will be drawn. Farmers and others in the surrounding rural district are congratulating themselves on the facilities which now exist for securing a secondary education for their children at an extremely moderate cost. This school is being arranged under the scheme for schools of science, under which, with a maintenance of a proper balance between literary, scientific, and artistic studies, this school should prove an incalculable boon to the neighbourhood.

Trowbridge. "At Trowbridge the buildings of the secondary county school are rapidly approaching completion. The present arrangements for cheap public secondary education in this town are very inconvenient and unsatisfactory. The erection of these schools at Trowbridge and Chippenham is apparently providing a stimulus to other parts of the county, and the question of further provision of a like nature at other centres is under discussion.

Swindon. "The secondary school in the technical school at Swindon is in a very thriving state.

Bournemouth. "The new Borough High School for Boys at Bournemouth is now open. A good beginning has been made with some sixty students. It is to be organised as a school of science, and for this the buildings are in every way fitted.

Alresford. "The small Grammar School at Alresford has been reorganised as a dual school, and is being affiliated to the Board of Education under the school of science scheme. The complete transformation from the depleted numbers and low attainments of recent years is entirely due to the vigorous administration of the able secretary of the Technical Instruction Committee of the Hants County Council.

Andover. "The Andover Grammar School is being fitted with a new physics laboratory with a view to its full affiliation to the Board of Education.

Portsmouth. "At Portsmouth the Grammar School has been furnished with new physical and chemical laboratories and a commodious lecture room. These were formally opened by the Bishop of Winchester towards the close of the year. The school is now working with a large school of science section.

Kingston. "At Kingston throughout the year alterations and additions have been in progress at the Tiffin's Boys' School. These are now completed, and the school is working as a school of science. The girls were removed to their new and commodious premises a year ago, so that opportunity was given for the much-needed enlargement of the boys' department.

Eastbourne. "A few places in the district are still somewhat backward in providing adequate public secondary instruction at a moderate charge. Girls holding county scholarships at Eastbourne have, I believe, to travel to Brighton daily. The Borough Boys' Secondary School at Eastbourne is housed in a hired chapel. The proposed technical and secondary school building is still only on paper. So far as my observations have gone local authorities in seaside towns that depend very much on summer visitors for their trade are not at all keen on either technical instruction or on municipal secondary education. One often wonders what all the young teachers are doing in such towns where there are so few opportunities for systematic

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study, and it is somewhat surprising to find such an excellent town as Eastbourne so backward in this important respect. If the train journey to Brighton were not so tedious full advantage could be taken of the technical school there, and one would deprecate anything like overlapping. But an hour's train journey each way for evening work is a formidable hindrance."

Curriculum of Schools of Science.

Curriculum of Schools of Science.—The school of science scheme has proved itself adaptable to very varied types of schools—technical schools, grammar schools, rural agricultural schools, board schools and girls' schools.

In all there is a common basis for the curriculum, five or six hours a week being given to experimental science, two or three to drawing and geometry, about five to mathematics, and eight or ten to literary subjects. Beyond this minimum requirement the extra time at the disposal of the school is given to languages, to science, to commercial subjects, or to manual occupations according to the particular type of the school. Manual instruction for two hours a week has been as a rule required of all schools of science. Although this requirement has, in the cases of old-established secondary schools, been not infrequently relaxed, the minimum amount of time required to be given to science in some of these schools is still spared with difficulty.

With the following remarks of Dr. Dufton on the value of the training in a school of science I am in full agreement:—

"The school of science scheme is most valuable at once for the excellent all round education it affords and for the substantial financial aid it allows the Board to give to the schools. The simpler form of registration is also a great boon. The experience gained in schools of science is furnishing valuable evidence as to the possibility of giving all boys in a school the same sort of training up to the age of fifteen or sixteen and doing all special training afterwards. Those who see much of the working of university scholarships know full well the evils of too early specialisation. The outcry began with mathematics and with natural science in which such premature specialisation resulted sometimes in a product lacking both in breadth of sympathy and in reasonable literary power. A too purely classical training, on the other hand, produced a finished literary style cloaking lamentable ignorance of much with which, in these days, an educated man should be familiar. It is being found possible in schools of science to put off the age for specialising in science or mathematics to sixteen or seventeen, and still to teach satisfactorily up to the standard for entrance scholarships to the universities. In one school at least the idea is being tried of treating boys whose later education will be chiefly classical in precisely the same way, giving them a shortened course in a school of science up to an age of about fifteen. What seems to be indicated for the future is something based freely and broadly upon the present school of science scheme, which all boys might take up to an age of fifteen or sixteen; to the highest class, that is, of the second grade school, after which the first grade school would continue with courses in which mathematics, classics, or natural science, would be the dominant factors.

As to the present school of science scheme one finds everywhere cordial agreement that the work of the first two years is thoroughly satisfactory."

In the advanced course some points of weakness are alluded to by Dr. Dufton. These appear to arise mainly in consequence of the fact that it is rarely possible to make this course extend over two years, as in the case of the elementary course, and the attempt to prepare the scholars in one year for the advanced examinations of the Board makes a somewhat too heavy tax on their powers.

Dr. Dufton continues;—

"The literary work of the schools of science is very largely controlled by the various public examining bodies. Distinct progress is being made in

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the teaching of modern languages, pronunciation is more carefully taught, and, particularly in schools of recent foundation, oral methods occupy a larger place. One great difficulty in the matter is the provision of suitable teachers; another, that if the oral work is to be tested individually a special examiner must be sent to the school. The study of English literature tends to become more rational, although one still finds too frequently dry-as-dust methods of treatment of plays intended to be a joy and relaxation to suffering humanity. Few who are not connected with schools of science appreciate the important gain in English composition which can be obtained from the written descriptions of the weekly practical work in chemistry and physics. The boy observes his own subject and writes his own account of something of which he has himself acquired first hand knowledge."

In many secondary schools the time-table is overburdened by the attempt to introduce into the curriculum a number of quasi-educational subjects like shorthand and bookkeeping, which are supposed to be of utilitarian value. Whilst fully recognising the value and necessity of schools for higher commercial education, and admitting the advisability of giving certain types of schools of science a distinct bias in a commercial direction, the general introduction of such subjects into the overladen curriculum of secondary schools is a doubtful expedient. In this the hands of headmasters are often forced by the parents. But the evil is increased when the specialisation in a commercial direction is commenced too early in the school course. On this point Mr. Swain has some pertinent observations to offer:—

"In country districts and small towns, and even in some large towns there is, in many cases, among the governors or committees that control the schools, a preponderance of utilitarian sentiment. Training the characters and moulding the faculties of the students seem to be almost lost sight of. But although one might allow the 'bread and butter' value of a subject to influence the curriculum in the top form of a school, the tendency to early specialisation, as indicated by such subjects as bookkeeping, shorthand, and office routine is much to be regretted. If a boy leaves school without having noticed how an intelligent person addresses an envelope his academic training has been too abstract, but it appears to me a poor comment on the training in observation if weekly practice in the addressing of envelopes has to be given. Parents, committees, and governors have, in a large number of instances, yet to learn that it is possible to train the faculties by familiarity with subjects involving principles of general application so that the habits thus formed can be carried into any sphere of subsequent utility."

Whilst it is undoubtedly true that great improvement has taken place in the teaching of science in secondary schools, and that there is amongst the teachers a widely spread spirit of enthusiastic eagerness to ascertain the best methods of instruction and to apply them in their own schools, it must be acknowledged that the results frequently do not come up to the expectations of the teachers themselves, or of those who are watching the progress of the schools. And in too many cases the teaching still leaves very much to be desired. Mr. Wager gives his impressions in this respect as follows:—

"The accommodation for practical work in chemistry and physics in the secondary schools is on the whole very satisfactory, but the teaching is not so good. It is quite an exception to find any attention given to the methods of science in schools. Nearly all the time is spent in acquiring information and mere manipulative work in the laboratory. Students can perform experiments with a fair amount of accuracy and neat manipulation, but they are not taught to observe and are generally incapable of arriving at correct conclusions according to scientific method.

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"It is, I think, patent to all who closely observe the methods of teaching science as they are practised in schools that we do not get a proper return for the amount of time spent upon it. On an average five or six hours a week are given to chemistry and physics alone, and the results obtained as tested by inspection and *viva voce* examination fall lamentably short of our expectations so far as knowledge of method, of the power to weigh evidence for and against a given statement, and of the means by which conclusions are arrived at are concerned. In fact there is a general defect in the whole method by which the facts observed in the laboratory are best made use of in extending and confirming our knowledge.

"If experimental science is to take its proper place as an instrument of education in our secondary schools, a vast improvement will have to take place in the methods of teaching employed."

Many of the defects in teaching are no doubt due to a want of training in the art of teaching, something also to the fact that so few of the teachers have had opportunities in the past of practising the same kind of laboratory work as that now generally adopted in school courses. But much of the absence of any satisfactory result of the teaching is to be ascribed to the short period of school life, so that in the greater number of schools of science there is not time for the full effect of the teaching to show itself in the mental attitude of the boy towards the problems of everyday life. The only remedy for this is the slow education of public opinion to the recognition of the necessity for a longer period of school life for the great bulk of our scholars in secondary schools. Something may be and is being done by scholarships, but these too frequently terminate when their benefit would be most felt. Where a scholarship is tenable for two years it is safe to say that six months at least must be spent by the scholar in assimilating himself with the general work of the school before he can commence the school of science course. It is evident in such cases that unless the scholarship can be renewed for one or two years more it is largely wasted.

Art instruction in Schools of Science.

Much improvement has been made of late years in the teaching of art subjects in schools of science, and in many of the schools the freedom from the necessity of preparing for any examination has enabled the art teachers to draw up excellent schemes of instruction calculated to develop to the utmost any latent artistic power in the scholars. But there are still too many schools where the teaching is confined to an uninspiring routine of copying outlines from sheets or drawing from geometrical models with exaggerated effects of perspective. To such schools the following suggestions of Mr. Wager may be commended :—

"Although the art in some of the secondary schools is well taught there are many in which considerable improvement is possible. Schemes of instruction more carefully and systematically graduated, and the introduction of more interesting methods of teaching are very desirable. More attention might be paid to free arm work. In many schools it would be quite possible to give the pupils practice in free arm drawing on the blackboard. More attention might also be paid to the use of elementary design as an aid to teaching freehand drawing, and it is very desirable that more attention should be paid in the freehand drawing of ornament to working from the cast than from photographic copies.

"In some schools the introduction of simple colour work and brush work has been of immense aid in fostering a taste for and an interest in drawing. The drawing lesson is too often regarded by the pupil as a dull and uninteresting period.

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The number of purely girls' schools which are schools of science is as yet very small. It is therefore interesting to quote the following extract from Mr. Wager's report on the Leicestershire schools:— Schools of Science for girls.

"The high schools for girls which are under the Board of Education are doing useful work in science, but much better equipment is necessary before a high standard of efficiency can be reached. It is satisfactory to be able to report that plans have been approved for the erection of buildings at Ashby-de-la-Zouch which will give ample accommodation for a school of science to be conducted in connection with the Girls' High School."

In several of the girls schools the attempt has been made to frame the science course on a scheme of work including such subjects as botany, physiology and biology. Experience has shown that this is not very satisfactory and that it is desirable to base the science work of the girls, equally with that of the boys, on a sound foundation on physics and chemistry in the first two years. The above subjects can then be profitably taken up in the third and fourth years.

Combined Secondary and Technical Schools.—In previous reports I have drawn attention to the success which may attend the establishment in some of the smaller towns of a combined secondary and technical school in the same building. Dr. Dufton gives some interesting examples of this from his late district— Combined secondary & technical schools.

"A development of more than local interest, of which there are three examples in Surrey, is the provision in towns of moderate size of a building to serve purely as a secondary school by day and as a technical school by night. Secondary schools have, of course, existed for a long time as departments of large technical institutes, but it is very difficult to secure in them the feeling and the corporate life which are so important a feature of our grammar schools. This feeling however is easily secured when the whole building is a secondary school by day, and one gets at the same time the great economic advantage of the use of the building, and to some extent of the staff, for two purposes. Such schools have been established with considerable success at Richmond, Merton and Sutton, and the two former have been in operation sufficiently long to allow of useful guidance being obtained from them.

"First as to planning the school. There can be no doubt that in such a building the requirements of the secondary school should be considered first. A well-planned secondary school makes a very satisfactory building for evening classes; but an institute well enough suited, even specially suited, for these may be a very indifferent secondary school. Next, as to management. The policy of the Charity Commission has been to widen the sympathies of the governing bodies of secondary schools by including in addition to purely local representatives important men in the county and sometimes representatives of colleges and universities. A number of governors are almost always co-opted, and the body as a whole is of a comparatively permanent character, a considerable number of the members serving for long periods. At Richmond and Sutton, governing bodies modelled on the same lines have been given charge of the secondary day schools, whilst the ordinary local technical instruction committee has jurisdiction over the evening work. A similar arrangement holds at Merton, which is a school built out of an endowment, and which works under an official scheme. In these schools by patience and good feeling the arrangements have succeeded far better than might have been expected, but I feel very strongly that the dual control can merely be regarded as a temporary expedient, and that it is by no means impossible to arrange a single governing body thoroughly competent to deal with both day and evening work.

"It is very desirable that in such schools the head master of the day school should serve in the same capacity in the evening, care being taken,

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of course, to avoid his being over worked. Most institutes in the smaller towns are worked without a head master of the evening classes, but I always feel that a head master, if suitably qualified, would secure more effective teaching and make the work of the institute a connected educational whole instead of a miscellany of isolated classes and teachers."

On this point Mr. Swain also has some remarks to offer :—

"Experience shows that whenever a day school and evening classes are carried on in the same institution the responsibility for the work as a whole should rest with the principal, who may either have charge of the day school as head master, or under whom the head master of the day school should work, as in well-known polytechnics. The dual control that exists in some cases is not satisfactory."

Science teaching in evening schools.

Science Teaching in Evening Schools.—This year is the last in which the Elementary Examinations have been held by the Board as a partial basis for the assessment of grant for Elementary science classes under the Board. In future it will not be necessary to take these examinations in order to obtain the maximum rate of grant. As far as my observations go, teachers have not as yet availed themselves to any extent of the liberty thus given to them of modifying their courses from those laid down in the Directory, and there seems to be a distinct tendency for local bodies to restrict this liberty by the reimposition of the examinations, or of something equivalent to them. Thus, Mr. Swain reports :—

"Although the substitution of inspection for examination in the Elementary stage as a means of assessing the rate of grant has been nearly everywhere welcomed by the teachers, I have noticed a tendency on the part of one County Council to make the payment of the local grant contingent on the presentation of a large percentage of students at the May examinations. This, of course, tends to defeat the object of the Board in making the alteration."

In some cases fears are expressed lest the removal of the stimulus of working for an examination should adversely affect the attendance at the classes. I do not think this fear is well grounded, and as a set-off it may be anticipated that more students will be stimulated to go on to take advanced courses who have hitherto been content with the elementary certificates. It is unfortunately the case at present that too many students stop short after obtaining the elementary certificates, and the number of those who join classes with the intention of taking up seriously any systematic course of study is as yet very small. There is a self-satisfaction and a lack of grit on the part of many of the evening students which are very difficult to deal with. The disinclination on the part of many lads who attend evening classes to devote themselves to serious study is no doubt largely due to the fact that they have rusted during the years since they have left school. There is an increasing testimony to the effect that some of the best students attending the technical institutes in the evening are those boys who have been through a School of Science course and have joined the classes soon after leaving the day school.

Mr. Swain, in commenting on these matters writes :—

"The conditions under which the majority of evening students work render co-ordinated studies in most cases very difficult to arrange. But the Principals in some of the large institutions, where evening studies are carried

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on, are alive to the importance of students being grounded in the subsidiary subjects and general fundamental work which have their bearing and value in relation to the main subject which a student has before him. The genuine evening student is worth encouraging, and much might be gained by friendly conference between the Principal or professor and the students, who in a large number of cases do not know their real needs. The Prospectus of the Brighton Technical School indicates a praiseworthy effort to deal with the matter, and it is very gratifying to find the whole of the day staff, from the Principal downwards, taking up the evening work with a zeal that is exemplary. The chance studies, so to speak, of many evening students in the larger technical institutes are apt to be despised by those who have to deal with organised courses in day colleges. The ages of evening students, the motives that bring them to the classes, the very varying amount of time that they are able to give to the work, the desire, it may be, not to lay bare the extremely superficial character of their elementary knowledge, or the ignorance of the necessity for co-ordinated work—all these factors go to make the difficulties of successful evening courses. But I believe more attention might be given to the question: no class of student should be treated as hopeless. Subjects—such as Geology for elderly people—which are clearly not taken up with a view to general education or the formation of character, or even any actual utility, may yet be legitimately claimed as a serious part of the work of an institution which exists for the general benefit of all the community in the neighbourhood."

In most of the London Polytechnics admirable courses of study are arranged, and, to some extent, students can be made to conform to them. But compulsion in this matter is not very easy. I am indebted to Mr. Westaway for drawing my attention to a scheme adopted at the Woolwich Polytechnic which may effect much good in this direction.

"A first year general certificate is awarded for success in four elementary subjects (including mathematics). A second year certificate is given to holders of the first year certificate who pass certain examinations in five subjects. The third year certificate—the Polytechnic diploma—requires specialised work in a group of subjects. These courses of work are admirably planned and should promote a healthy rivalry amongst the students, many of whom are at work in the Royal Arsenal. A considerable number intend to compete for Whitworth Exhibitions, and the three years course of work is, to a great extent, designed accordingly."

Mr. Westaway suggests that a general Polytechnic diploma issued by the larger London Technical Schools would be a very powerful means of securing more definitely organised studies on the part of the evening students in London.

"The study of mathematics and geometry has been, and still is, much too firmly crystallised. Homer must, of course, always remain Homer, and Shakespeare—even if Bacon—Shakespeare, but why geometry should for ever remain Euclid is very difficult to understand. Modern schools have, indeed, added a new subject, practical plane and solid geometry, which is compulsory in schools of science; but much of this subject is too often treated less as a science than as a dexterity, and in few, if in any, schools, are the science and practice of geometry treated as a connected whole. The reform of science teaching has during the past decade been remarkably thorough and effective, and it is much to be hoped that a similar awakening awaits the teaching of mathematics. (My colleague, Mr. Brill, presents a special report on this subject.*)

"The teaching of the subject called elementary practical mathematics is developing, and much may be hoped from it in future years. I have dis-

* See Appendix.

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tributed many copies of Prof. Perry's lectures and have found them much appreciated by mathematical teachers. The great difficulty of evening classes in mathematics is the extremely limited knowledge possessed by the students when they begin."

It is somewhat surprising, when we consider the many instances in which a knowledge of metallurgy is of importance in this country that there are so few classes in this subject under the Board. No doubt this is due partly to the special and costly provision which is needed for practical work in metallurgy. Dr. Ball urges increased attention to this subject, at least to the extent of enabling students to acquire some knowledge of the physical and mechanical properties of metals and alloys.

"In my present district (Bedford, Hertford, Middlesex, Essex and Suffolk) there is a large engineering trade, nearly a thousand students attending classes in machine construction. There is not, however, as yet a single class where such a student can learn that metallurgical knowledge which is necessary for him in order to attain a successful career; he only learns what he can pick up by practical experience in the shops. In Suffolk nearly all students in machine construction classes are practically employed, and this, too, applies to Essex and the other counties. The necessity for such additional metallurgical training is most evident."

In Mr. Wager's district instruction in coal mining forms an important feature of the work of the evening classes. On this Mr. Wager reports:—

"In connection with the evening classes in Derbyshire the Technical Instruction Committee of the County Council have paid considerable attention to the development of the subject of coal mining. These classes are in many instances well taught so far as the actual practical work of the mine is concerned, but sufficient attention is not, as a rule, paid to the scientific principles involved, and the apparatus provided is not made use of as often as is desirable. In one of the classes, however—that at St. Andrew's School, Derby—a very complete and systematic course of instruction in the various subjects connected with coal mining is being given by competent instructors, under the auspices of the Technical Instruction Committee.

"In Leicestershire the coal mining classes, which form an important part of the evening class work under the Technical Instruction Committee of the County Council, are not altogether satisfactory, and a proposal to have one well-equipped centre in a given area for systematic courses of instruction in the subject, instead of a number of small outlying classes, is now receiving the attention of the Committee."

The teaching of the new subject, practical mathematics, is making headway, though slowly. Teachers are so much controlled by the systems of outside examinations in force at the present day that they find great difficulty in breaking away from the old grooves.

Pupil teachers' classes.

Pupil Teachers' Classes.—Again quoting from Dr. Dufton:—

"In science teaching the chief improvement is the very general adoption of practical work in physics and in physiography. The action of the Board in requiring practical work as a condition for payment on the higher scale in pupil teachers' day classes has had a most gratifying response, the work having been enthusiastically taken up by both teachers and pupils."

There has certainly been much room for improvement in the teaching of science to pupil teachers, and much still remains to be done.

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One difficulty is the provision of laboratory accommodation, especially in the country districts. This is being met to some extent by the County Council Technical Education Committee, as in West Suffolk, supplying a teacher and apparatus sufficient for such experimental work as can be carried out with improvised arrangements in an elementary schoolroom. This is a praiseworthy effort, but probably better results would accrue from the establishment of a few centres with more permanent equipment to which the students could be brought by travelling scholarships. The problem is a difficult one, but one of much importance. In the large towns the establishment of pupil teacher centres removes some of the difficulties, and where these are suitably equipped a very good course of experimental work in physics and chemistry can be arranged; but as a rule the time which is given to science in these classes has been wholly inadequate for the science teaching to be placed on a really satisfactory basis, with practical work by the students themselves in each year.

A matter which should receive greater attention from the instructors in pupil teacher centres is thus referred to by Mr. Swain:—

"Increased experience of the methods of work in science among pupil teachers shows that a great deal has yet to be done to inculcate method in the accumulation of notes. In many cases the notes taken are of little or no value through lack of proper standards. Notes should be so arranged as not only to serve the purpose of examinations in the near future, but to admit of amplifications when the subject is more deeply studied with a view to giving instruction. Variety of illustration is not accumulated in a moment, and the notebook should be a storehouse in which the apt teacher can deposit a note of everything that strikes him in everyday life as illustrating the principles of his subject. This must make for intelligence in the scholars and destroy the cramping effect of academic illustration."

Training colleges.

Training Colleges.—Improvement may also be looked for in the training colleges now that practical work in science is laid down as an essential and necessary part of the training of the students. It will be very difficult to enforce this regulation at first, as in many of the training colleges the laboratory accommodation is utterly inadequate for the purpose; but by degrees no doubt this will be remedied in the future. The Day Training Colleges are in a much better position for affording a satisfactory training in science, as they are attached to institutions well equipped for practical work in these subjects. The multiplication of day training colleges is much to be desired, and it is hopeful to find many of the newer technical schools trying to find a use for their buildings and staff during the day by the establishment of day training colleges. This is being attempted at the new large technical institute at West Ham, and Dr. Dufton reports on a successful venture of the kind at Southampton. He writes:—

"In many county boroughs which, like Southampton, are natural centres of their counties, or at all events of large districts, the Technical Institute is but little used by day, and the number of day students preparing for professional or business careers is so limited as to make the proper organisation of work for them, even if possible, very expensive indeed, quite apart from the other serious disadvantages to both teacher and student inevitably attending very small classes. The addition of a day training college, however, enables a strong literary staff to be employed, and the departments of pure science and mathematics are strengthened by the addition of a number of earnest students. Such an addition converts a one-sided technical institute into a fairly complete educational college, and it is satisfactory to find that such a conversion, which seems to offer a more important future to the large technical institutes and a possibility of providing a satisfactory

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training to the large number of teachers at present unable to obtain it, is not regarded with disfavour by those who control the training of teachers. The working of the Hartley College, Southampton, will, therefore, be watched with the greatest interest."

County technical education schemes.

County Technical Education Schemes.—At present, owing to the changes of staff already alluded to, it is not possible to give any general survey of the work of the local authorities in the division, which must be reserved for a future report; but I am indebted to Dr. Dufton for a very interesting retrospect of his work in his late district from which I quote the following:—

"The six years of my association with the South-Eastern counties having recently terminated, one can hardly refrain from looking back upon the progress made in those counties during that period and the few years previous to it, progress made possibly by the Technical Instruction Acts and particularly by the Local Taxation (Customs and Excise) Act of 1890.

"I would select the work of Surrey and Hampshire for special mention, because in both counties it has reached a very considerable development both in organisation and in variety, and will serve well for comparison with the work of other counties and for an illustration of how much is possible in the way of local organisation under present statutory powers.

Surrey.

"Surrey has during this decade experienced an educational development probably unequalled at any previous period of history. The county has become dotted over with institutes, almost every centre of importance having suitable and commodious buildings. The number of secondary day schools has been doubled, the number of scholars in them more than doubled, and the accommodation increased to provide for about as many again. Every existing secondary school has been so improved in equipment and staff as to be able to maintain a high standard of work. Continuation schools have been helped to organise themselves, aided by substantial grants, and their work satisfactorily differentiated from that of the institutes. Scholarships have been provided in order to render the so-called educational ladder complete. A most successful college of agriculture has been established in conjunction with the neighbouring county of Kent.

Hampshire.

"The record in Hampshire is almost equally striking, although the development has been somewhat slower and some details of the scheme are not yet complete. Here, too, it has been clearly recognised that efficient secondary schools are perhaps the most pressing educational need of the times, and all the local endowed schools have been carefully fostered and improved in buildings and in staff. Two new secondary schools have been provided, one old almost extinct endowed school has been revived, and two other new ones are on the way. The county industry, agriculture, has been provided for in a thoroughly practical way, and the instruction offered is so much appreciated that the visits of the travelling schools, dairy, farriery and the like, are bespoken for months in advance. The work of the county is well thought out, secondary schools are connected with elementary schools on the one hand and with the local colleges at Reading and Southampton on the other, by suitable scholarships. Continuation schools are aided to serve as technical schools for the villages and to prepare for the higher technical classes, and these in turn to lead to the higher work at Southampton, at the new county agricultural station and school at Old Basing, or at the college at Reading.

"Such are very brief outlines of work of which any county might be proud, and which gives promise that the serious deficiencies of this country in education are soon to be largely diminished and in time eliminated.

"In both these counties the County Council has become the dominant authority in all branches of work other than elementary. The famous Clause VII. minute found Surrey with the scheme already practically in full operation. Naturally this development of centralised power has not been accomplished without some occasional friction between this power and

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the smaller local authorities, which for municipal purposes are so largely independent, but the experience gained during the last ten years shows very clearly that the advantages of uniform management of a fairly large area by a committee, able to regard the work of the county other than elementary as a whole, are well worth the trouble necessary for its inception. So clearly was this recognised in the county of West Sussex that a system of distribution of grant and delegation of authority to the petty sessional divisions was boldly thrown over for the better system of central management.

"The progress in the county boroughs of which I have had intimate experience—Brighton, Croydon, Portsmouth and Southampton, has also been most gratifying, but in these no orderly system of management of work higher than elementary has been evolved, and the want is keenly felt of a body with full powers to deal with the work as a whole. Such a body could, it is true, be voluntarily arranged, but there is no hope of such arrangement except in rare cases, and the demand seems general for the statutory creation of the authority, so that the local jealousies and difficulties which arise when the attempt is made to organise such an authority from within are obviated. County boroughs.

"A word or two in conclusion about my new district, Lincoln, Notts, Norfolk, Cambridge and Hunts. The first point that impresses me is that the development of the local organisation is not here by any means so advanced. Three administrative counties, Huntingdon, Isle of Ely and the parts of Holland, have no organising secretary. They allocate funds and delegate functions to various local committees, while fairly large portions of the grant are used in relief of rates. Such counties are perhaps too small to employ the whole time of, and to pay an adequate salary to a well qualified man to organise, direct and inspect the work, and to keep a central committee in effective touch with it in all its branches, but there seems no reason why the plan adopted in East and West Sussex should not be more extensively followed. These counties do not combine for educational purposes but they appoint the same organising secretary, who divides his time between them. Each county thus controls its own work, the expenses of administration are kept low, and each gets the benefit of experience gained over an area larger than its own. The Eastern Counties.

"The other point that impresses me is the considerable number of secondary schools with less—some considerably less—than fifty pupils. The headmasters complain that the schools are too thickly planted. It seems to me that far better results may be expected when in equipment and staff the schools are raised to a level obviously much higher than that of the surrounding elementary schools At present there is often little incentive for parents to pay a considerable fee for the endowed school rather than to send their children, free, to the public elementary school. The district abounds in unsolved problems in secondary education."

The combination of the smaller counties in the way above indicated by Dr. Dufton might with advantage be adopted also in the following cases reported by Dr. Ball, and in many other cases where the available funds for technical education are limited in extent.

"The county of Hertfordshire is divided into two sections for the purposes of technical education, and so, too, is Suffolk. This is extremely undesirable, either entailing a double staff or causing one section of the county, as in Suffolk, to be far ahead of the other from the point of view of technical education."

I have the honour to be, etc.

H. H. HOFFERT.

To the President of the
Board of Education.

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APPENDIX.

Special Report by Mr. Brill on the Teaching of Mathematics.

It is now generally conceded that although examinations are to a certain extent necessary, and of good effect if kept within their proper bounds, yet they have been allowed to develop, in recent times, into a dangerous abuse. Certainly the teaching of no other subject has been more effectively cramped by them than that of mathematics. For some time past efforts have been made in various quarters to effect improvement in the teaching of the subject, and these have undoubtedly borne a certain amount of fruit; but, speaking generally, there is great need of reform, and the time appears to have come for effecting many necessary alterations.

The main principle to be adopted in the teaching of this, as of all other subjects, should be the provision of a good general education as a basis for any technical instruction that may be necessary for the pupil as a preparation for his future work. This education should be such as would make the acquisition of any special technical knowledge, necessary for any particular profession or occupation, comparatively easy. Thus, in the development of a syllabus, the mental training to be obtained from the study of the subject should have the paramount consideration. Further, the type of training to be aimed at should be such as would enlarge the ideas of the pupil, and give him the power of taking broad views of any subject rather than the acquisition of dexterity in the solution of puzzles.

Speaking generally, problems relating to any special technical application of the subject should not form a large feature of any general course. In this connection I think that we might take a hint from Continental methods and give more attention to the theory of the subject. There does not appear to be much danger that we may go to the opposite extreme and altogether neglect its applications. In the organised school of science in particular this danger would be easily avoided by establishing an intimate connection between the theoretical teaching of mathematics and its applications in the practical subjects included in the course.

In arithmetic there is a comparatively small amount of real theory. The first four rules, with vulgar fractions and decimals, really constitute the whole theory of the subject. The bulk of the remainder is of a more or less technical nature. By cutting out a good deal of this, that is not of general interest, the time taken up by the subject might be shortened, and thus time would be gained in which the ordinary pupil might acquire some real knowledge of mathematics. Without going into great detail, I may mention, in passing, true discount and compound interest as really of technical and not of general interest. In the earlier part of the subject much that is taught under the heading of weights and measures might be cut out.

With regard to fractions, both vulgar and decimal, much time is wasted on elaborate and artificial problems of no interest, either theoretical or practical. The theory of recurring decimals need only be just touched on, the full discussion being deferred till the pupil possesses the requisite knowledge of algebra to understand it properly.

Further, the barrier at present existing between arithmetic and algebra should be broken down, and the pupil should be gradually led up to the idea of symbolism, before the idea is formally enunciated to him at the commencement of his systematic study of algebra. The ideas involved in the process of the solution of a simple equation should by this time have become quite familiar.

Finally, with regard to the acquisition of numerical accuracy, as much reliance should be placed upon mental arithmetic as upon written work.

When the study of algebra is first entered upon far too much time is usually spent on the first four rules. What is taught under this heading is not really algebra, but a species of glorified arithmetic. Much more benefit would accrue to the pupils from exercises in multiplying together simple expressions directly, *i.e.*, by picking out the terms of each type, than by

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arranging the work in the usual manner. The theory of the factorisation of simple expressions should be introduced quite early in the subject and should be studied very thoroughly.

It is, however, in the portion of algebra studied in the third and fourth years of a school of science course that the most drastic reforms are needed. During this period the idea of a variable quantity, and that of a simple function of the same, should be built up, and some idea of continuity should be imparted. Among other things the linear and quadratic functions of a single variable should be thoroughly studied. The exercises in simultaneous equations involving quadratics should be cut out entirely from this stage, as only very special cases can be discussed, the full theory of the subject being much too difficult. Exception might, however, be made of the case of the combination of a simple and a quadratic equation. A very simple introduction to the theory of determinants might possibly be included. No time should be wasted in lengthy operations for finding the square or cube root of a specially prepared algebraical expression. Similar questions should be discussed from the modern point of view.

The full discussion of the Theory of Indices might be put much later than is customary. In my experience of the *viva voce* examination of classes of boys I have found that this subject has not been really mastered. Only quadratic surds need be introduced in the early stages, but these should be studied thoroughly. This brings us to what is a very great difficulty connected with this stage of the subject, viz., the discussion of the concept of an incommensurable quantity. Most of the attempts to discuss this are really beside the point. The incommensurable quantity really presents itself as a never-ending decimal. It is thus an infinite power series, of a special type, possessing a finite limit. This opens the question as to the introduction in as simple a form as possible of some of the ideas connected with the theory of infinite series. This is the first place in algebra where the pupil comes across the important concept of a limit. There is no essential reason why a complete discussion of the Binomial Theorem should precede all attempts at the discussion of infinite series. With regard to these views, I merely offer them to the careful consideration of teachers anxious to work out a good syllabus of the subject. Arithmetical progression should be discussed in connection with the linear function of a single variable mentioned above. A much earlier position than is customary should be assigned to the subject of partial fractions.

It is in the teaching of elementary geometry that the cramping effects of tradition, as perpetuated by examinations, are most severely felt. Much has been done to improve the teaching of this subject, but it will never become truly satisfactory as long as the text of Euclid's Elements is allowed to block the way. Though it is possible to teach the subject in a conscientious and intelligent manner while retaining Euclid as a text-book—and I find that in many instances this is done—yet there are some cases in which it is not so. Further, teachers often adopt the reprehensible practice of causing their pupils to burden their memories with what are known as "reference numbers," merely for the sake of examinations. This difficulty would disappear with the abandonment of a standard text-book.

The study of geometry should begin in the junior school; and a rough and ready knowledge of the fundamental principles of the subject, and of the use of mathematical instruments, should have been acquired between the ages of eight and twelve. This gives the teacher in the upper school something to work upon when commencing the more formal discussion of the principles of the subject. This particular reform has been carried out in many good schools, and some good text-books are in existence for the guidance of teachers in this matter.

The more formal study of the fundamental principles of the subject in the upper school should be frankly psychological, and the metaphysical aspects of the subject should be left for the accomplished mathematician. Further I would deprecate the formulation of the fundamental principles and definitions in polished logical statements. The effect of such a formulation would be that the pupils would practically commit these statements to memory and be able to reproduce them when questioned, and thus there

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would be no guarantee that they had derived any real benefit from the study of the subject. The object of a logical training should be to exercise and so to develop the reasoning faculty, and not to provide a mechanical substitute for it.

The most desirable reform would be a considerable rearrangement of the subject matter. Thus the elementary properties of the straight line and the circle are intimately connected, and no arbitrary division should be made between them. They should be taught together, in particular as a knowledge of both is required quite early in the course of practical plane geometry. Further, less of the indirect method of proof than has been adopted by Euclid would be desirable in the early discussion of the circle; and the idea of a tangent should be led up to, and its properties proved by the method of limits.

Another point is that the subject should not be cut up into a set of discrete propositions but should be discussed in sections, each section giving a comprehensive view of some particular portion of the subject. Thus a better grasp could be obtained of the principles of the subject, and some knowledge of geometrical methods could be gained by the pupil.

The question of the discussion of areas, and of metrical properties in general, should be placed rather later and much simplified. The pupil would be already familiar with the fundamental ideas on account of his work in mensuration in the physical laboratory, and thus the subject would be mastered in less time. The idea of measurement should be freely introduced, and the subject should be made to lead straight away to that of proportion, which should be frankly treated as a numerical relation.

Those portions of the subject matter of Euclid's Fourth Book that are of general interest should be worked into the general course in places dealing with subjects with which they are intimately connected. The systematic study of the division of the circle is for the mathematical specialist.

Speaking generally, whenever simple illustrations of modern methods can be introduced, this should be done, and the limitations imposed on us by a strict following of the Greek geometers should be abandoned.

The teaching of practical plane geometry should be intimately connected with the theoretical teaching of the same subject. The bulk of the problems included are capable of being classified under comparatively few heads, as capable of solution by the application of a few general principles. These general principles should be fully discussed, and the pupils led on to apply them to the solution of special problems. Thus the proper methods of solution of certain problems would become fixed in the memory by a more natural method than that of learning them by rote.

A short theoretical course of solid geometry, covering much the same ground as the early portion of Euclid's Eleventh Book, might be given in connection with the teaching of the practical solid geometry.

In trigonometry, as at present taught, the subject of the solution of triangles occupies far too large a space, the subject being of a very limited technical interest. I would advise a short course on the trigonometrical functions, defined, as they should be, with reference to the circle, the applications to the geometry of triangles being kept quite subsidiary. The definitions and elementary properties should be discussed with great fulness, but not much time should be given to working out identities. The addition theorem of the functions should be included, but its consequences need not be elaborated to any great extent.

This course would give the pupil sufficient knowledge of trigonometry for use in his practical physics, and would allow time for the introduction of a short course of instruction on the analytical geometry of the straight line and circle. This would be rendered easier to the pupil by the reforms I have recommended in the algebra course. He would also have become familiar with some of the essential ideas in the graphical work that he had already done. In this manner I think that the way would be better prepared for the study of the infinitesimal calculus on the part of those who required it.

J. BRILL.

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GENERAL REPORT *for the year* 1900, *by* F. PULLINGER, ESQ., *one of His Majesty's Chief Inspectors of Schools, on the* NORTHERN DIVISION *of* ENGLAND.

MY LORD DUKE,

I have the honour to submit my report on the Northern Division for the year 1900.

The work of the County Councils.

As the work of the Board of Education is now so intimately connected with that of the county councils, under Clause VII. of the Science and Art Directory, it will be of interest in the first instance to give some general account of the schemes which have been drawn up by the county councils for the promotion of technical and secondary education. In Lancashire, the county with which I am best acquainted, the residue grant is divided roughly speaking into two equal parts. One of these is distributed, on the basis of rateable value and population combined, to urban and rural districts which cover the whole of the county. The urban districts consist of the areas governed by the borough and urban district councils. The rural districts consist of parishes which have been specially grouped for educational purposes. Each rural district has a specially appointed technical instruction committee. Both the urban and rural districts are free for all practical purposes to spend the county council grant in their own way. In the case of the urban districts this liberty has been of very great advantage. It must be remembered that there were a large number of schools in existence long before the passing of the Technical Instruction Act and local committees had gained much experience in educational matters. Many of these committees were able with the increase of funds and freedom of action accorded to them by the county council to frame and carry out schemes of a very satisfactory character. In some of the smaller areas governed by urban district councils it is possible that better results would be obtained if the county council retained more control over the work. I have in previous reports commented upon the method of distributing the grants according to the rateable value and population. There can, I think, be little doubt that if a larger proportion of the grant to a school were awarded after consideration of the amount and quality of the instruction provided, the more important schools would not find themselves in a condition of financial embarrassment. This matter is I believe receiving the attention of the county council. The money which is left over after distributing the grants to the urban and rural districts is for the most part expended under the direct control of the county council. Special grants are awarded under special codes of rules for instruction in cotton spinning and weaving, agriculture, navigation, horology, mining and plumbing. The agricultural work of the council is of a very important character, upwards of £5,000 a year being expended upon it. Grants are also made to the Owens College, Manchester, to University College, Liverpool, and to the county borough councils in the neighbourhood; and finally, a sum of money is set apart for the provision of scholarships. No separate system of grants is in operation for the assistance of secondary schools, and until recently there was no specially devised system for the transfer by means of scholarships of clever children from elementary to secondary schools.

Lancashire.

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Referring to Yorkshire, Mr. Dufton says:—

The West Riding of Yorkshire

"The West Riding of Yorkshire was fairly well supplied with science and art classes before the passing of the Technical Instruction Act. Some of the earliest classes started under the Science and Art Department were in the West Riding. Consequently the work of the county council has consisted largely in aiding existing institutions to develop their work. Towards this it devotes all the beer money—giving grants generally in proportion to the work done, although in some cases the rateable value of the district is taken into consideration, as for example, at Keighley where a maximum grant has been fixed. Aid is given to all the public secondary schools in the form of a fixed annual grant conditional on the school receiving a certain number of free scholars. As this practically amounts to paying the fees of the scholars, the school receives in most cases only a small pecuniary benefit. Generally the secondary schools of the West Riding are in need of further financial aid.

"Although giving liberal aid towards the purchase of apparatus, the county council as yet refuses to make building grants to grammar schools and consequently little progress is being made towards supplying such deficiencies as exist. Goole and Selby are still without secondary schools.

For *advanced* technical instruction the county council relies essentially upon the large technical colleges in the county boroughs—Leeds, Sheffield, Bradford, Huddersfield, Halifax, to all of which it makes grants and sends students by means of scholarships.

The East Riding of Yorkshire.

The East Riding County Council does not spend all the beer money and there are few facilities for secondary or technical instruction in the Riding outside the city of Hull. Hull itself has made rapid progress within the last decade, during which time it has built the Hymers College, a grammar school, three higher grade board schools and a fine technical school, and the corporation has now under consideration the building of a school of art worthy of the city."

The work of County Borough Councils.

The schemes which have been drawn up by county borough councils are not as a rule so complex or so perfect as those of the county councils. One frequently finds that in a county borough no aid is given to secondary schools and no provision made for scholarships. As a rule the work of a county borough council is concerned mainly with the management of a technical school which has generally been erected and equipped by the council. In the case of the smaller towns the provision of such a school very well meets the requirements of the district. In the more important towns, however, the problem of providing adequate technical instruction is not solved in so simple a manner. In large towns a central technical school is not easily reached by students residing in the outlying districts and the cost of travelling to and from the school is of course a serious matter. In Manchester, where the technical school is situated in a central position, the needs of the more remote localities are met by a number of well-conducted schools under the school board. These outlying schools are useful in several ways. They not only attract students who would be unlikely to travel as far as the centre of the town, but they tend to prevent the classes at the technical school from being filled with students who do not desire advanced or specialised instruction. The work of these schools is in the main of an elementary character and technological subjects do not form part of the curriculum. It will probably be found necessary in most large towns to provide a central school for advanced work and for work requiring an expensive equipment, and also to maintain a number of smaller schools in the suburbs which would deal with elementary work only, and which would act as feeders to the central school.

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On this subject Mr. Hards remarks:

"The experiment being tried in Liverpool deserves notice. It is to centralise all the advanced instruction and to decentralise the elementary teaching. To this end a large school is placed in the centre of the city, and in the outlying districts will be some five or six smaller, but self-contained, schools, well equipped for the purposes of elementary instruction. This would seem to be a good plan in very large cities. The teachers in the outlying schools will be in close touch with the parent institution; there will be no break in the continuity of the methods of teaching, and the class-rooms of the central school will not be congested with large numbers of pupils seeking elementary instruction." Liverpool.

With regard to the work being carried on in some of the county boroughs, Mr. Wager says:

"I have to report few changes of any importance. The school of science at the Bradford Technical College has been definitely given up, and the institution has undergone a thorough reorganisation, so as to bring it into line with the requirements of the city so far as its industries are concerned. Bradford.

"The College has passed under the control of the Municipality, and it is hoped that the co-ordination of the various educational institutions in the city may be happily brought about under the auspices of the Technical Instruction Committee. The educational work done in Bradford reaches such a high standard of efficiency that it is a pity that it should be in any way impaired by dissensions among the various educational authorities.

"At the Bradford Grammar School improvements have been effected in the accommodation for art instruction, and a laboratory for advanced physics has been provided.

"In Leeds the Girls' Modern School has become a School of Science, and a small laboratory for practical work in biology has been fitted up. Leeds.

"The Leeds Institute of Science, Art and Literature is seriously handicapped in its educational work for want of satisfactory accommodation both for its day schools and its evening classes. There are very few large towns where the accommodation for evening class instruction is so poor as in Leeds At the Leeds Institute there are large classes in engineering subjects, but there is no accommodation for practical work in a mechanical laboratory, and very little for the ordinary lecture experiments which should be performed by the teacher. The accommodation for practical physics is poor, and for biological subjects is not as good as it ought to be.

"Better premises are also required for the School of Art.

"The Leeds Pupil Teachers' Centre is at present housed in buildings which are quite inadequate for the purpose, but the new block of buildings, which is fast approaching completion, will, it is hoped, have satisfactory accommodation for practical work in science, in addition to the ordinary class-rooms and the rooms fitted up for the elementary art instruction required for pupil teachers.

"The new buildings at the Huddersfield Technical College afford excellent accommodation for instruction in science. In addition to laboratories for elementary and advanced work in physics, chemistry and engineering an excellently-equipped laboratory for biological work has been fitted up with modern appliances for teaching and investigation. A teaching museum is a feature of the institution. Huddersfield.

"In the art department a complete and well-equipped suite of rooms for instruction in the various branches of art has been provided."

Describing the work done in the county boroughs of his district, Mr. Hards reports:—

"A large technical school is approaching completion at Liverpool; another convenient building has been erected at Bootle, and will be County Boroughs in Lancashire.

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opened for the 1900-1 session ; a large school is being built at Wigan, and another is projected at Warrington. At Bolton a central site has been secured for a new school, and the plans for it are being carefully considered. In the course of three or four years' time no large town in this part of Lancashire will be without its technical school. These schools, properly equipped, will furnish opportunities for carrying out scientific and technical work of an advanced character. They ought to become *real* technical schools, and should be differentiated both in name and treatment from the host of so-called technical schools which are often mere aggregations of classes in science and art, cookery and dress-making, where the teaching is mostly of a very elementary character."

Day technical schools.

It is very gratifying to be able to report that the Day Technical Schools are increasing in number and importance. There can be no doubt whatever that it is to these schools to which we must look for the provision of technical instruction if the industries of the country are to be improved and foreign competition checked. Evening classes, though useful in their own way, cannot be expected to have much effect in this direction. In a day school the students come fresh to their work and they are occupied all day long in the study of science, art and technology. In a night school the students only obtain a few hours' instruction in the week, and as they come to the school after a hard day's work in the factory or workshop they are frequently tired and jaded, and can make comparatively little progress with their studies. Great difficulty has been experienced in persuading evening students to take up a definite course of work. They wish, as a rule, to study the subject which most interests them. A young engineer takes machine drawing and applied mechanics, and can hardly be persuaded that a knowledge of geometry and mathematics is necessary as a preliminary or concurrent study. Some years ago the Department of Science and Art offered special inducements to schools providing organised courses of work during the evenings, but I think I am right in saying that only one or two schools in the country availed themselves of the offer. Very praiseworthy attempts of a similar kind have been made during the past few years by some of the county councils, especially that of the West Riding, and by the Technical Instruction Committees in some of the larger Boroughs. I am glad to say that their efforts have not been altogether unattended with success. But when everything possible has been done we shall be unable to shut our eyes to the fact that evening schools have comparatively speaking very limited spheres of usefulness.

I have already in a previous report mentioned the admirable work which is being carried on in the Day Technical School at Manchester, in which there are about 150 students. During the session 1899-1900, there were over 100 students in the textile, dying and engineering departments at the Bradford Technical College, and in similar departments at the Huddersfield Technical College there were 34 students taking a full course of instruction and 28 taking a partial course. Day Technical Schools have also been established at Salford, Sheffield, Hull and Bolton.

Day technical schools and schools of science.

In almost all classes of schools the head masters are in the habit of complaining that the scholars sent on to them from the lower grades of schools are insufficiently or imperfectly prepared. Day Technical Schools are no exception to this rule. A want of training in literary and scientific studies on the part of the students is said to be one of the greatest difficulties with which these schools have to contend. It

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is, of course, obvious that a student whose aim is to perfect himself in technological work must have had a sound preliminary education in mathematics and science, and it is equally obvious that he cannot make much progress if his attainments in literary work are defective. The course of work taken in schools of science is, I think, a very suitable one for students who intend to proceed to a Day Technical School. In the case of one of the technical schools it has been found that the most successful students received their early training in the Schools of Science conducted by the School Board in the town. In order to exclude unfit students it is the custom to fix some age limit. A student may not, as a rule, enter the school until he has reached the age of 15 years. Day Technical Schools are at present in their infancy, and it is of course impossible to carry them on in an ideal manner, but it is much to be hoped that as the schools grow in number and size it may be found possible to increase the age limit from time to time.

Attitude of employers of labour.

The attitude of employers of labour towards technical education is a very interesting study. A great many of them are as apathetic as ever. But some, though not actively hostile, are of opinion that technical education is unnecessary. I have heard it said that an Englishman untrained is better than a German trained. Others think that the country is as full of work as it well can be, and that the increased demand for goods must of necessity be supplied by foreign nations. I have been informed that in one of the large textile and engineering towns there is positively no career open to a man who has received a sound technical training and who wishes to find employment. I understand that it is the "useful drudge" who is required and that no place can be found for the trained expert. I think that in some cases the expert is looked upon with suspicion. He might, if employed, become familiar with the trade processes peculiar to his employers and, having improved upon them, might sell his information to rival firms in the neighbourhood. I am persuaded, however, that this attitude is fast dying out and that employers are on the whole much more favourably disposed towards education than they were. One frequently finds in these days that large firms compel their workmen to attend evening classes, and in quite a number of cases evening schools have been equipped and maintained by them. Railway companies and engineering firms in particular seem desirous of providing good instruction for their workmen, and in the North of England they are responsible for the maintenance of several schools. Their motive is, however, not always quite clear. In the case of one firm I found that a provision for evening classes was made on moral rather than on educational grounds. The firm had experienced great difficulty with their fitters, who are sent abroad in considerable numbers in charge of machinery. The novel experience of travel and residence in a foreign town proved too much for many of them, and their work was often not done properly or not done at all. The technical school established by the firm was expected to do something towards remedying this state of affairs. I was glad to find that a knowledge of machine drawing was found to be useful, but this appeared to be quite a secondary consideration.

As an example of the change which is taking place in the attitude of employers towards education I quote (from a newspaper) the following remarks which are taken from the annual report of the directors of an important Chamber of Commerce: —

"The evidence was overwhelming that in the judgment of the most clear-sighted observers, of the men who were at the centre of the situation, the

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great problem of education had shifted its centre of gravity. . . The most pressing question now, even in the interests of the rank and file of industry, was the education of the prospective captains of industry. Commercial education meant first the education of principals, and only secondly the education of clerks. It was not so much concerned with the 20,000 school children of the town as with the 200 who should in the next generation hold the position of employers and managers. . . It was for the sake of the nation that they desired to develop the brains of the individual at the public expense, and it was because the object was a public one that the expenditure of public moneys was required and justified."

Comparing day schools with evening schools, Mr. Dufton writes as follows :—

Comparison of day and evening schools.

"Much of the work done in evening classes is of a very elementary character and serves only to patch up the deficiencies of a proper elementary education. A large proportion of boys leave the elementary schools while yet in the lower standards, and consequently it is common to find classes of youths ignorant of even the elements of mathematics, and unable to read and write with facility. The common complaint of teachers of science classes is that students cannot use decimals.

"Where youths have been through a higher grade school or a grammar school it is possible to give some amount of technical instruction in the evening. A youth can only work a limited number of hours in the day, however strong his constitution, and when he has been engaged in the factory from 6 a.m. to 6 p.m., as is commonly the case, he cannot be expected to do much serious work in the evening. Of true technical training there is comparatively little in evening classes.

"I am firmly convinced that it is to the day technical schools that the country must look for the instruction which is to influence the commerce of the country.

"It is satisfactory to find that the number of the day students in the large technical schools of Sheffield, Hull, Bradford, and Huddersfield is steadily increasing, and that employers are yearly more ready to recognise the value of technical instruction.

"Employers frequently insist upon their apprentices attending an evening class ; in one case which came under my notice, attendance at the technical schools was provided for by a clause in the indenture. In such cases the employers pay fees for the students, and one large firm gives an apprentice an increase of salary when he has passed certain science examinations.

Apprenticeship.

"A serious impediment to the establishment and maintenance of day classes in technical schools lies in the antiquated systems of apprenticeship still prevalent.

"It might be supposed that the term of apprenticeship to any particular trade was determined by the time required by a youth of average intelligence to acquire a sound knowledge of his work. In actual practice the rule would commonly appear to be the simpler the trade the longer the apprenticeship. Why, for instance, should every plumber's apprentice be bound for such an excessive period as seven years ?

"Presumably the original intention was to ensure thoroughness of work, and in the past the provision was possibly a wise one. Now, its effect is to force lads wishing to become plumbers to commence their apprenticeship at an age too early for them to have made due preparation for its work.

"Is plumbing, on the efficiency of which the health of the community largely depends, a trade requiring no scientific knowledge, or is it seriously imagined that a boy leaving the elementary school at thirteen has received a sufficient scientific training ? It is obvious from the type of student met with in plumbing classes that the immediate effect of such a system of apprenticeship is to exclude from the trade youths of better education and ability, and its ultimate result must be to lower the status of the plumber.

"Fortunately other trades are more progressive. In the Yorkshire dyeing

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trade it is now considered almost essential for a youth to pass through a technical school before entering the dyehouse.

"Recently a most important step has been taken by the Bradford Branch of the Engineering Employers' Federation, which has decided that in the case of students leaving the Bradford Technical College, after passing through the full course, to enter the works of any of the federated firms, the time spent at the college shall count as part of their apprenticeship. This is undoubtedly a move in the right direction.

"Another scheme full of interest which has come under my notice is that of an engineering firm which sends its apprentices half-time to a day technical school.

"While it may be impossible to learn a trade effectively in the school, it is yearly becoming less possible to learn it completely in the workshop, and the best result is to be looked for in a judicious combination of scientific instruction in the school with practice in the works.

"Everywhere I find increasing appreciation of the work of the large technical schools.

"There is no doubt that in some cases technical instruction has suffered owing to the difficulty in obtaining suitable teachers—men of scientific training and also with a practical knowledge of a trade. This difficulty is still present in some degree owing to the small salaries offered to technical teachers. The Principal of a large technical school receives, as a rule, a smaller salary than the head master of a small grammar school, and the responsible heads of departments less than a foreman in a small works. Salaries.

"Fortunately for the country, many of the best teachers are satisfied to work for inadequate remuneration. The labourer is, however, worthy of his hire, and if highly qualified teachers are to be obtained, better salaries will have to be paid.

"In evening classes, on the other hand, there is a tendency to very high salaries. This is, in my opinion, largely due to the high grants which can be obtained on evening elementary science classes.

"I have come across several teachers who have given up good posts in day schools to devote themselves entirely to the more profitable work of teaching science classes—working during the winter session only."

Reporting on two of the Day Technical Schools in Lancashire, Mr. Hards writes:—

"In two schools in this district, viz., Salford and Bolton, there are Day Technical Schools. It is to be hoped that in future there will be many more such schools, but worked under different conditions. At Salford, for instance, the day classes are 'open to students of thirteen years of age who have passed Standard VI., or to younger students who have passed Standard VII.' The school-week of these students is about thirty hours, of which three are spent in the workshop, four in studying French and German (English has since replaced German), and the remainder in studying the following subjects: Practical Plane and Solid Geometry, Mathematics, Mechanics, Sound, Light, Heat, Magnetism, Electricity and Chemistry, with practical work in the last seven. This course of study for boys of twelve and thirteen cannot be regarded with any degree of satisfaction. Salford Day Technical School.

"The example of the employers of labour in Bolton in encouraging the technical school and bringing it into closer relation with the industries of the district is one which might be followed in other towns with great advantage. One firm of employers has engaged itself not to employ a boy as an apprentice unless he has spent at least a year in the Day Technical School. Also, scholarships are given by various firms—one giving eighty, another thirty, and so on, to the number of over 300 altogether—to their apprentices to enable them to attend evening classes. These scholarships Bolton.

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cover the cost of instruction, books, and instruments, and a periodical record of the pupils' progress is sent to the firms giving the scholarships."

Evening science classes.

On the evening classes in his district, Mr. Hards says :—

"Evening classes may be roughly divided into two kinds : (1) those in the towns—managed as a rule by some corporate body like a technical instruction committe or a school board, and (2) the remainder. The former have a certain well defined and important place in the general scheme of education. They are generally well-conducted and well-equipped for elementary instruction and furnish a constant stream of students for more advanced work at a central school. There is an advantage in the very large towns in having such evening classes conducted by a body of managers distinct from, but working in harmony with, the local authority, for with the income at present at its disposal this authority has not the means, neither has it the machinery, to provide all the instruction required.

"As to the second class, with a few very notable exceptions, they might be closed without loss being felt. Frequent changes are made in the subjects taught and no proper provision is made for teaching any subject.

"In a number of smaller towns where interest in education is often as keen as in the larger, a small school costing say from £3,000 to £8,000 or £9,000 would be of great value. Unless, however, such a school is obtained as a gift from a private individual or paid for by voluntary contributions, it ekes out a precarious existence by means of 'grants' and fees of students, the whole income derived from a penny rate and the contribution of the local authority being swallowed up in interest and repayment of loan.

"The needs of such places would be supplied in course of time if by turns they were taken in hand by the local authority, those whose needs are most pressing being first considered. The older technical schools are now teaching students of their own bringing up, with the result that more advanced work in science is being done yearly. In some subjects of science progress beyond a certain point will be impossible until a deeper knowledge of mathematics is more widespread amongst students. Many are beginning to recognise that in the higher branches of physics for instance, apart from the question of manipulation, the difficulties are mainly mathematical. The best schools are becoming more successful in inducing students to take up 'courses' of studies. Indeed several schools have drawn up excellent schemes of this kind but at present they are counsels of perfection rarely acted upon. The value of home work is generally recognised, but when students attend classes on two or three evenings in the week, as they frequently do, it is not easy to see how proper provision can be made for home work and recreation. On the whole there has been a great improvement in the teaching of science during the past few years. The number of new or improved school buildings has rapidly increased, equipment has become more complete, teachers who have gone through a good course of laboratory work have been forthcoming in greater numbers, and the value of practical work has been more and more recognised.'

Mr. Wager deals with the same subject :—

"In the evening classes the provision of apparatus for teaching experimental science is fairly satisfactory, but much remains to be done both as regards equipment and improvement in methods of teaching before a high standard of efficiency can be reached. Nevertheless, during the past few years vast improvements have been made. In the teaching of biological subjects much remains to be done. In two or three cases excellent teaching, both in the lecture room and laboratory, is given, but in general the provision of simple laboratories for practical work with a reasonable supply of apparatus is much to be desired. At present much of the instruction given in these subjects is mere bookwork and it commonly happens that the teacher works through a text book, chapter by chapter, with his students and that very little practical work is done.

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"In engineering and mining subjects it is very much to be desired that students should be encouraged to take up systematic courses of instruction in the various subsidiary subjects involved in the special subject of study. This is being done in a few cases, but a larger extension of it especially in technical schools and colleges is wanted. The students in these subjects are often so seriously handicapped in their special work for want of an elementary knowledge of other branches of science that it is quite worth while to make special efforts in this direction."

Secondary schools.

As the inspectors of the Board of Education do not visit all the secondary schools in the country, it is impossible to give here anything like a general account of the work carried on in these schools. There are some points of importance, however, to which attention may usefully be drawn. In the first place, there is a very pressing need for a better supply of schools, especially for girls. There are several populous towns which are almost entirely unprovided for, and others where the supply is inadequate. The remarks which were made in connection with the supply of technical schools in the larger boroughs also apply here, though probably in a less degree. One large school in the centre of the town does not entirely meet the needs of the inhabitants. For younger children the distance to be travelled each day to and from school often proves to be a very formidable obstacle to their attendance. Suburban schools affiliated to the central institution are required. In Manchester, schools of this kind, both for boys and girls have, I believe, been in existence for some time. Affiliation is absolutely necessary. If it does not exist there is a tendency to retain children beyond the time when it would be to their advantage to attend the central school. While there are towns where a secondary school is much needed, there are, on the other hand, villages in which the existing school is for all practical purposes unnecessary. There are also small towns containing two schools where one would meet all the requirements of the place. I think that one of the most useful reforms which the central and local authorities could undertake would be to decide which schools are necessary and which are not. Some of those which are unnecessary as secondary schools might with advantage be recognised in some humbler form, perhaps as Higher Elementary Schools. In one Lancashire town the grammar school funds were some years ago handed over to the School Board under a scheme of the Charity Commissioners, with an intimation that they might be used for the purposes of a higher elementary school; the school has been erected and has proved successful. Recognition and grants should, I think, undoubtedly be withdrawn from schools which are clearly proved to be unnecessary either as higher elementary or secondary schools. In this connection it is interesting to note that the Board of Education have already taken power in the Directory to do this. And it is necessary not only to provide a larger number of secondary schools, but to spend much more money on the existing schools. The money is required to provide better premises and equipment, and to pay the teachers higher salaries. It seems quite impossible at present to expect men of high attainments to offer themselves as teachers in many of the secondary schools. In a very important secondary school (school of science), containing 350 scholars, the following salaries are paid to the assistant teachers:—Men: £200, £130, £110, £110, £110, £110; women: £95, £95, £85, £85. This is by no means the worst case I have come across. One cannot too strongly urge that unless much better salaries are paid the work will

Salaries

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not be done in as efficient a manner as it should be. On these points Mr. Hards, writing upon South-West Lancashire says :—

Secondary schools in Lancashire

"It is not possible to speak in very encouraging terms of secondary school education. The Liverpool Institute, St. Francis Xavier's School, Liverpool, and the Bolton Grammar School have been greatly improved and the equipment made more complete, principally through the generosity of private benefactors. Generally speaking, the local authorities have not realised their responsibilities in the matter of secondary education as they have done in neighbouring counties. More good secondary schools are needed. An astonishing number of boys and girls travel daily to schools five, ten, twenty, and even thirty miles from their own homes. Many of the schools that *do* exist are badly in need of laboratories and workshops, and sometimes even of decent class-rooms. In some cases the head master himself gets a bare livelihood out of the schools, and nearly everywhere the assistant teachers are underpaid. Consequently some of these schools cannot assert themselves in the matter of curriculum, which is therefore arranged to get as much grant as possible from science and art subjects and to accommodate parents who wish their children coached for special examinations or taught special subjects.

"'Commercial' is a word to conjure with in many places, and there are schools where time is wasted in teaching subjects of little or no educational value, such as book-keeping, shorthand and typewriting.

"The average length of the attendance of the boys and girls in some of the large schools is not more than two to two and a-half years.

"Whilst such depressing external conditions hold it would be almost useless to indicate where internal reforms are needed."

Mr. Dufton says :—

Secondary schools in Yorkshire.

"In both the West and East Ridings there is a serious deficiency in the number of secondary schools for girls. In a few cases this may be remedied by diverting part of the endowment from rich boys' schools, as is being done in Leeds. In small towns the difficulty might be solved by forming mixed schools.

"Many secondary schools are in an unsound condition. The system of paying head masters large capitation fees is far from satisfactory. In numerous cases the head master farms the school. Assistant masters are frequently indifferently qualified and generally badly paid.

"The lack of efficient grammar schools has been met in some measure by the Higher Grade Board Schools, as at Todmorden, where the Higher Grade Board School is the only school of secondary character in the district."

Schools of science.

I am able to report very favourably indeed of the work which is now being done in schools of science. Science, mathematics, and drawing are all taught intelligently and with very good results. In chemistry and physics, but more especially the former, excellent courses of work have been mapped out, and the methods of the teachers leave little to be desired. The true value of practical work in secondary schools is now well understood. In only a few cases is there a tendency to look upon it as being merely practice in manipulating apparatus. It is to be hoped that all grades of schools will before long be able to make more use of this very valuable educational instrument.

Methods of teaching in grammar and higher grade schools.

As some of the schools of science are carried on in higher grade schools and others in grammar schools it may be useful to point out one or two differences in the manner in which the schools and the teaching are conducted. The differences in teaching are most striking In higher grade schools much time is devoted to oral teaching. By this method the scholars may successfully be taught how to think; but

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the result is not very satisfactory unless they have the opportunity of putting their knowledge to the test. Private and individual study under the guidance of the teacher supplies this opportunity, and it is seldom neglected in grammar schools. As the teachers in higher grade schools are so much occupied in oral teaching they generally become very skilful; their teaching is clear, vigorous, and incisive, and the scholars in their turn are led to cultivate the habit of attention so necessary in all schools. This is not always the case with the teachers and scholars in the grammar schools. The grammar school methods do not so satisfactorily reach the mass of the scholars, but they are far more effective in developing self-reliance and self-help. Another important difference between the two types of school lies in the fact that in the higher grade schools the head masters almost invariably supervise the work of the assistant masters; they inquire into and criticise the syllabuses of instruction; they make themselves acquainted from time to time with the progress which has been made, and they advise as to methods of teaching—no corner of the school escapes their attention. Some supervision of this kind is surely not unnecessary. There can be no doubt that each class of school has something to learn from the other.

With regard to schools of science, Mr. Hards reports:—

"Very few schools which are subject to any control whatever have a greater measure of liberty than the schools of science. In many of them excellent work is being done not only in science and art, but also in literary subjects. I make special mention of literary subjects because the very name of these schools might suggest that such subjects did not receive a fair share of attention. I can safely say that as a rule quite as much care and attention are given to the teaching of these as to any subject of science or art, and the freedom allowed in the choice of subject and method of teaching has been productive of much good. Whilst it is possible that the course of study in science may become stereotyped, there is little danger, I think, of such being the case with the literary work. There is great divergence of choice of subject and difference in method of treatment, and I could point out schools where there are indications that the pupils are gaining a real love for English literature and a living and permanent interest in history and geography.

"There are one or two directions in which, I think, improvements might be made. An enormous amount of time is occupied in note-taking and note-copying. Much of the time occupied in the mere transcription of rough notes might be more profitably spent. Also, I am of opinion that there is too much direct oral teaching. It is a rare thing to find a school in which the pupils are left to themselves and made to rely upon their own resources in investigations connected with science or letters. As a beginning, one or two lessons a week might be set apart for the purpose. A subject connected with their course of studies might be chosen by the pupils themselves, and they might be left to choose their own sources of information, their own apparatus, the manner of treatment, the mode of expressing obtained results—by written account, by drawings, by models or what not—and the medium of illustration—pen, pencil, or brush.

"A good library of books of reference would of course be indispensable, but this should be found in every school. I believe such a plan would produce increased interest in school studies and lead to greater originality and self-reliance."

Mr. Dufton reports:—

"Occasionally in the higher grade board schools there is a tendency towards too much teaching. Sufficient time is not given to the children to struggle with little difficulties. Children do not learn to walk without

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falling, and they should be deliberately allowed to get into difficulties and make mistakes at times instead of being too carefully guided through all difficulties. On the other hand, the antiquated system of asking questions on work prepared at home by young students, and ill understood, persists too often in grammar schools.

"If teachers made the most of the time spent in school it would not be necessary to work children such long hours. In too many schools children of tender age are expected to work longer hours than they are likely to do after they leave school.

"I am pleased to note a tendency towards shorter hours. In three grammar schools in the district, Bradford, Knaresborough and Bridlington, the boys have three half holidays per week, thus giving them some opportunity for physical development.

"I commonly find the best students in the technical schools have come from higher grade schools. In several large towns all the pupil teachers under the School Board are drawn from the higher grade schools, generally from those who have spent at least two years in the school of science. Voluntary schools frequently obtain their pupil teachers from the higher grade school.

"There is frequently a serious break in the continuity of a youth's instruction. In Halifax an excellent system appears to have been adopted. The head master of the higher grade school ascertains as far as possible from each boy leaving school what trade he is entering, and not only advises him what classes to attend at the technical school but also communicates with the principal of the technical school, giving the boy's name and address and his requirements."

Mr. Wager :—

Art teaching in schools of science.

"The art teaching in many of the secondary and higher grade schools of science has undergone a vast improvement during the last few years, and this is especially noticeable in Bradford, where the art instruction in the Bradford Grammar School and in the Belle Vue and Hanson Board Schools has been very carefully thought out and well graduated, and interesting schemes of work drawn up. The reason for this may be traced to the fact that the teachers engaged in the work have not only been well trained as art teachers, but have some acquaintance with educational methods in general, and therefore understand more clearly how to deal with students in an ordinary day school."

Mr. Wager and Mr. Dufton comment upon two new schools which appear to have made an excellent start. Mr. Wager says :—

Knaresborough.

"At Knaresborough new buildings have been erected for the grammar school which will afford ample accommodation for a school of science, and are to be equipped with modern appliances for teaching science and art. This school promises to become one of the important secondary schools of the West Riding."

And Mr. Dufton :—

Bridlington.

"An important addition is being made to the limited educational resources of the East Riding. The recently established grammar school at Bridlington has proved an immediate success, and is to be enlarged and provided with proper equipment for science and art teaching. The science and art rooms will be contained in a separate block, and will be used for evening technical classes for the town. This is an arrangement which might be adopted with advantage in many small towns.

"The county council has given liberal assistance to the school, and Bridlington itself will raise a penny rate."

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Of the secondary schools which are devoted to the training of teachers, Mr. Hards reports upon South-west Lancashire as follows:—

Training colleges and pupil teachers centres.

"For a district of comparatively small area there is a large number of institutions for training teachers. There are four training colleges, three of these being mainly for resident students, and there are some 14 or 15 pupil teachers' centres with about 2,500 pupils. The importance of these two kinds of training schools cannot be over-rated. The knowledge of 'scientific method' gained in them will be carried into every elementary school in the country, and the influence of this knowledge will extend itself beyond lessons in elementary science to object lessons, and to almost every lesson which can be given under the Code. Practical work will also be of great value as practice in manipulation of apparatus and tools generally. This is widely recognised, but lack of funds prevents the erection of necessary laboratories. At the Warrington Training College a room is about to be fitted up as a laboratory.

"The Liverpool School Board has recently erected at great cost a very handsome building, where nearly a thousand pupil teachers and ex-pupil teachers receive instruction. Here and at the Salford pupil teachers' centre, valuable courses of practical elementary science have been started, but elsewhere in the district very little has been done to provide systematic instruction of this kind. Indeed, in many of these centres it is impossible to do this, as the premises are quite unfit for this or almost any other kind of useful education."

Examinations.

While there can be no question that examinations are of considerable use in stimulating scholars and teachers, and in providing an index to the attainments of individual pupils, there can, I think, be little doubt that they have in many cases a deleterious effect upon the methods of teaching. Over and over again one finds that a scheme of work has been spoiled through the necessity of devoting much time to the requirements of some external examination, for which syllabuses of instruction are laid down. Originality in method is thus discouraged. The course of work is settled by the examiner, and the teacher must adhere to it. I am glad to say that the abolition of examinations in the elementary stages of science subjects under the Board of Education is beginning to produce good results. The teachers have now much freedom in the arrangement of their work, and there are indications that a good many of them will take advantage of it. It is now possible to prepare an elementary course of general science suitable to the needs of every class of students.

On this subject Mr. Hards and Mr. Dufton report in very similar terms. Mr. Hards says:

"In some schools examinations for scholarships, and in others University Local Examinations sadly interfere with curriculum and methods of instruction. It is not too much to say that frequently the best efforts of the Board of Education are almost entirely frustrated by the exigencies of these examinations. The *amount* of knowledge demanded varies greatly, in many subjects the *kind* is quite dissimilar, and the methods of teaching are incompatible. The substitution of inspection for examination in chemistry in the advanced courses in schools of science has been a great boon, particularly in schools where a large proportion of the advanced students remain for the full two years' course. It is now possible to draw up a logical and carefully-graduated course of study in the advanced course of Chemistry as well as in the elementary."

Overlapping.

There is a very marked tendency in all grades of schools to extend their operations in an upward and a downward direction. When this tendency is not checked by the rules of the central authority overlapping

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very frequently results. The tendency in an upward direction—that is to say, the inclination to retain the elder scholars in a school and prevent them proceeding to an institution where higher education is provided—is a very natural one. It is due to the desire to keep them as long as possible, in order that the reputation of the school may be enhanced. It is the elder scholars who succeed in passing the various public examinations with credit, and a teacher rarely parts with them without regret. The downward extension of the work of a school, or the provision of instruction of a more elementary kind than that for which the school was primarily intended, is generally due to an alleged want of preparation on the part of the scholars entering the school. They are said to be unfit to profit by that form of instruction which it is the true province of the school to provide, and they are, therefore, grouped together in a "preparatory form." Examples of upward and downward extension are frequently met with. One sometimes finds in a large town that a mere handful of scholars in what is known as Standard Ex-VII. are retained in a school. Elementary school authorities are not remarkable for great liberality in staffing, and it sometimes happens that these scholars do not receive the attention which is their due. They ought, of course, to be transferred to a higher grade or grammar school. In one Lancashire town the establishment of a higher grade school was strongly opposed. It was practically "boycotted" during the first year of its existence by those schools from which its pupils should have been derived. When a school of science in a higher grade school has been started there is practically no limit to its field of operations. The average age at which a scholar enters such a school is thirteen, or perhaps a few months younger. It is therefore quite possible, seeing that grants are paid for four years, for a scholar to be prepared for entrance at some University. In the case of some grammar schools, whose "schemes" prescribe sixteen as the age beyond which a scholar may not be retained, there is the same tendency to extend the work of the schools. Efforts are made to induce the Charity Commissioners to raise the age limit. The head masters do not like to part with their best boys. There are also indications that one or two of the secondary schools are beginning in a small way to encroach upon the work of the day technical schools.

As an example of downward extension I may mention a school of science conducted by a town council in Lancashire in which a preparatory form, containing about forty scholars, has been established. A similar class has also been provided at one of the day technical schools.

In the case of evening schools a similar state of things may be found. In an evening technical school, in which scholars under twelve may only exceptionally be registered, a fair proportion of scholars under that age is not unfrequently met with. In an evening continuation school, in which the science work is, or ought to be, more elementary than that of a technical school, it appears to be quite possible to carry on work of a somewhat advanced and specialised kind. In one of these schools a well-equipped laboratory has been provided, and it is stated that the attendance at the adjoining technical school has fallen off.

Where undue competition and overlapping occurs it is clearly desirable that some action should be taken. It is not always easy to decide what to do, but I have found it helpful in most cases to consider what would probably be done by a local educational authority

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charged with the supervision of all branches of education. For example, such an authority would hardly spend hundreds of pounds in erecting a laboratory in an evening continuation school when every opportunity for practical instruction is already provided in a neighbouring technical school.

Delimitation.

I think that the existence of two or three authorities in one area is sometimes mischievous. "Concordats" are working satisfactorily in some places, but the number of those which are at present in operation does not lead one to suppose that much can be done towards co-ordinating the work of the authorities without the intervention of the Government. It also seems desirable that something more should be done towards limiting the work of different grades and types of schools. It would probably be found difficult and undesirable to lay down a code of hard-and-fast rules, but it ought not to be impossible for the central and local authorities acting together to deal with each case on its merits.

I have the honour to be, etc.,

F. PULLINGER.

To the President
of the Board of Education.

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GENERAL REPORT *for the Year* 1900, *by* S. J. CARTLIDGE, ESQ., *His Majesty's Chief Inspector of ART INSTRUCTION.*

MY LORD DUKE,—

Historical Summary.

In reviewing the work of the past year a strong impression arises of great progress made in Art Education. And the fact that the year under review happens to be the last of the Nineteenth Century, may render it not out of place to examine retrospectively some aspects of organised Art Education in this country, comparing former conditions with those of the present time. In the necessarily restricted limits of a report of this character, it is only possible to refer to very few of the many points of interest attached to this important subject, but a brief glance at some of them may be useful in relation to the trend of the immediate future.

At the time when an organised system of Art Education in Great Britain was brought into being, the general public emphatically opined that the people of this country were devoid of the artistic sense, which then was supposed to be the peculiar and special endowment of our neighbours across the Channel. The public of that day did not take into account the organised art training then existing in France, and the significant fact that it had existed long enough to produce the natural effects of continued cultivation. Under this head the words of the late Mr. W. E. Gladstone, whose opinions will be acknowledged as worthy of respect, are *apropos*. In a speech delivered in the seventies he said:

"The sense of beauty is not, under natural and equal circumstances, the favoured inheritance of a few, but is meant to be, should be, and may be the universal inheritance of civilised mankind. . . . We are now coming, we have almost come to the belief that music is a general inheritance, that the faculty of music is a common faculty of the people forming an intelligent community. Was that so fifty years ago? I remember the time when you were laughed at if you contended as I was stoutly contending, that the human being, as such, was musical; you were considered a fool, a dreamer, an enthusiast. People used to say, 'I can't tell one note from another; I don't care a bit about music,' and I replied by saying 'If the nurse who carried you when you were six months old had continued to carry you until you were forty you would not be able to walk.' . . . I believe it is exactly the same with the sense of beauty . . . . The original capacity lies in the nature; that capacity is modified from generation to generation, and the cultivation of it in certain generations affects the capabilities with which the children of those persons are born into the world. Those whose parents have been conversant for a long period of time with the objects of beauty, and the exercise of the faculty of taste, have great advantages—a considerable start in the race."

It may be said that the domestic surroundings of the educated people of the early part of the nineteenth century evidenced little taste. Be that as it may, the artistic sense was there, lying dormant, and had the educational system of that time comprehended the development of the faculties of the individual, the artistic sense would not have been inert, and this libel upon the British people could not have held ground. Those who then held this view initiated the organised system of Art Education which has now been active for more than half a century, with the result that to-day there is ample evidence of the

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possession of taste and the sense of beauty by our countrymen. There is, it is true, a dying echo of the old heresy, which latterly has taken the form of attributing the acknowledged improvement to one or two individuals who have stood out pre-eminently in the field of decorative art. Much in individual style is undoubtedly due to their inspiring example, but we may depend upon it that the long period of culture in art has been the dominant factor in the general advance of taste now seen. Taking one element of beauty alone as an evidence, the element of colour; most authorities agree with Dr. Geo. Wilson, whose researches on colour and the human eye are well known, when he says:—

"Painters know how long it is before the most susceptible eye acquires its maximum sensibility to colour."

This education of the eye for colour cannot be suddenly achieved, it requires persistent exercise and long cultivatfon. This is equally so in regard to other elements of beauty, and it is clear on this ground that the better state of things artistic at the present time is mainly the natural result of steady cultivation in the principles of beauty under the operations of the system of Art Education set up by the intelligent efforts of a group of far-seeing workers of the early Victorian period.

The organisation of Art Education began by the establishment of a Normal School of Design in London. It was opened on June 1st, 1837, at Somerset House, in premises which formerly had been the home of the Royal Academy, a sum of 1,500*l.* being included in the Estimates, for financial needs. In 1840, the Government voted a grant of 10,000*l.* for the establishment of Schools of Design in the larger provincial towns, and by the year 1852, twenty schools were in existence, and the Parliamentary Grant had increased from 1,500*l.* in 1837-8 to 10,050*l.* in 1852-3, the number of students under instruction being about 4,000. In the last completed year 1899–1900 the schools and classes have reached a total of 1,568, the number of students under instruction 120,184, and the Parliamentary Grant 74,800*l.* These figures show that a gratifying degree of vitality and growth has attended the schools during the period of their existence.

From the time of their establishment until 1852 the Schools were termed "Schools of Design." As a result of investigations made regarding their operations during this early period, the "Department of Practical Art" was formed in 1852, when the Schools received the title of "Schools of Practical Art."

The proposed objects of the Department were classed under the respective divisions of—"1st. General Elementary Instruction in Art as a branch of National Education among all classes of the community, with the view of laying the foundation for correct judgment, both in the consumer and the producer of Manufactures; 2nd. Advanced Instruction in Art, with the view to its special cultivation; and lastly, the Application of the Principles of Technical Art to the improvement of Manufactures, together with the establishment of Museums, by which all classes might be induced to investigate those common principles of taste which may be traced in the works of excellence of all ages." Although the greater amount of instruction in elementary drawing is now carried out in elementary day schools, the aim of the Art schools of the present time is broadly the same as that indicated above.

The schools are now divided into two categories, termed respectively Schools of Art and Art Classes, of which in 1899-1900 there were 282 of the former and 1,286 of the latter. In a School of Art, as a rule,

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instruction is given in all branches of Art, from the most elementary to the most advanced, and its classes must meet at least three times a week during 40 weeks in the year. Night classes for artizans must be held, and the class rooms must be wholly devoted to elementary and advanced instruction in Art. Art Classes generally deal more with elementary than advanced instruction; they may meet in rooms not wholly devoted to Art instruction, for at least 28 weeks in the year, without limitation as to the number of meetings weekly, and the minimum teaching qualification is lower than that required for a School of Art.

Comparison of Methods.

In the early days of Schools of Art, their curricula included most of the higher branches of study which are followed at the present time. But in many subjects of instruction there are marked differences in method. Years ago elaborately finished, or rather "stippled" drawings were the rule and were produced at an expenditure of time and labour wickedly prodigal in view of the result obtained. This so-called "finish" was not finish at all in the true sense of "added fact." Its vicious elaboration absolutely falsified the appearance of nature. It arose probably from the general spirit of thoroughness which permeated the schools in the period of their infancy; and from that incomplete conception of the full significance of all details to be dealt with, nearly always inevitable in new undertakings. Its presence as a very dangerous factor was soon felt, and many years ago Mr. Richard Redgrave, R.A., then Inspector General for Art, pointed out the evil and warned teachers and students against its natural consequences. The type of drawing referred to obtained in studies executed from the living Human Figure and the Antique; Fruit, Flowers, and Foliage, from Casts and Nature; Ornament, Drapery, Animals, &c., &c. Though some excellent work was then done, it was possible to see drawings from the Life stippled to the most elaborate smoothness and neatness of gradation (which must have cost months of valuable time) where the action of the figure was entirely missed, the proportions were inaccurate, and the head lifeless and without expression; whilst the surfaces of the muscular structures were so devoid of anatomical truth that they appeared to be composed of monotonously similar bladder-like forms.

Studies of Fruit, Flowers, Foliage, and Animals could also be seen which were neatness and elaboration personified, but all of them, even the coat of a dog, seemed made of cast iron. To-day *nous avons changé tout cela.* Indeed, as far back as 1876, Mr. (now Sir Edward) Poynter, among other valuable reforms, effected great improvement in the methods of figure study—and now, in nearly all the schools, the proportion, action and expression of the figure are the matters first aimed at, manner of execution being relegated to a subsidiary place. Sometimes unfortunately, there is a tendency towards slovenly and slipshod execution. This is usually mere affectation, and so long as the essential truths of resemblance are insisted on, very little harm is done, though teachers would do well to keep some of their pupils up to the line of careful execution without over or false elaboration. The practice of making figure studies in a limited and short time is growing, and it is gratifying to see the advance made in this direction. One important branch of the study of the human figure remains to be fully developed in the present century. This is the careful study of hands and feet, which, unaccountably, seems to be avoided in a large number of schools. It is a branch which should be followed by every earnest student of the human figure, and all Schools of Art at least would do well to give it a prominent place in their curricula. In some schools the practice of posing the

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figure with some decorative motive is being taken up, and its utility to student designers is unquestionable.

Design. The study of Decorative Design was formerly followed on lines which in practice did not ensure a sound educational training in the subject. Frequently a design termed "original" was made up of fragments of well-known compositions, cunningly fitted together, producing a result less remarkable for beauty of effect than for ingenious plagiarism. The study of "flat" forms and diagrammatic botanical sections of flowers, though possessing a certain utility as a step in the study of design, was overdone, and brought about a tameness and insipidity of style far from satisfactory. Design including the human figure was rare, and even when it was done, the student was often a man of ripe years and possessed a degree of general practice far beyond that nowadays considered necessary to qualify a student for the study of figure design. The study of Colour did not go very far, and as far as it did go only tended to a universal yield of colour harmonies made up of what were then familiarly called the "tertiary hues," the general characteristic of which was an uncompromising deadness and dulness of effect.

Perhaps the most striking advance of to-day has been made in Decorative Design. It is now almost impossible when visiting a School of Art to find anything going on in the way of design where the piecemeal fitting together of details from other designs is practised. Usually Design is taught by collective class lessons in the early stages, and the construction and arrangement of details for effect is well explained, so that even where the main motive of a design is not strikingly original, the "build up" of the arrangement is a *bona-fide* exercise in the combination of form and colour with the object of producing a beautiful effect. The details of the historical styles of ornament and decoration are explained and the principles of beauty are demonstrated as far as it is possible to bring them into the field of demonstration. Flowers and plants are not studied exclusively from the point of view of botanical sections, but their growth, character and general features as applicable to design are thoroughly considered. In almost every school creditable compositions may be seen in which the human figure is a prominent feature, whilst in some schools compositions of the highest excellence from a decorative point of view are produced. Among such schools, Birmingham, Battersea, Bradford, Glasgow, Holloway, Leeds, Liverpool, Manchester, Macclesfield, New Cross, Newcastle-on-Tyne, Nottingham, Plymouth, Regent Street Polytechnic, Lambeth, and Scarborough are prominent and most of these admirable designs are the work of young students.

Colour. The study of colour, which is one of the most precious elements of beauty, and one of the most difficult for a student, has gone forward since the time of the "tertiary hues," and schemes of colour of a more enlivening and wholesome character are now often seen. Here, however, there is much to be done in the present century, as the problem of getting harmonious colour arrangements with hues of strong saturation is yet a long way from being solved, a tendency to crudity and garishness of tint being just now distinctly observable in some quarters. In this connection one difficulty the schools have to meet should not be overlooked. It is that arising from artificial light, and from the fact that many artisans striving to improve their knowledge of design are hampered by having only their evenings at liberty for study. In some industries their difficulty in this respect is intensified by their being compelled to work during the day upon productions for the trade, which are in many cases not characterised by good colour, so that their eyes

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are saturated by inharmonious bad tints by day and their study of better elements crippled owing to the use of artificial light by night. Science may before long step in here and provide a perfectly white artificial light, which will do much to forward the study of colour in design. Students however need more influence in the direction of colour study. They should be more insistently advised earnestly to investigate the qualities of well coloured productions, and patiently to compare and analyse the causes and qualities which make one tint more beautiful than another, and carefully to note the influences of combination and contrast upon colours arranged together.

Designs executed in Material.

Since the admission to the Examination of the Department of Science and Art of original designs executed in material a stronger practical impetus has been given to the study of design. The number of studies in material to be seen in progress at the different schools is steadily increasing; and the exhibition at South Kensington of the works gaining awards in the National Competition usually shows a number of excellent works in material. In the 1900 Exhibition there were fine specimens of Embroidery, Lace, Jewellery, Woodcarving, Metal work, Tiles, Pottery, &c., &c. The recent formation at the Royal College of Art of Technical Classes for the study of design executed in material should do much to extend a knowledge of its practical limitations in relation to design. especially as by means of these classes the teachers in training will have the opportunity of becoming versed in the application of design to material. This should render their influence upon the schools in the future of great value, in view of the connection between Art Education and Manufactures.

Elementary Drawing.

A word seems necessary about Elementary Drawing, which still forms part of the work of Schools of Art and enters considerably into the operations of Art Classes. If there were faults in the early days, one of them was a hard-and-fast adherence to a very long course in outline drawing of Ornament from the Copy. There were schools where every pupil on entering was obliged to commence work with No. 1 of "Dyce's Outlines," and his nose was kept steadily to the grindstone until he had laboured painfully through the entire set of 50. He was then promoted to the task of drawing the "Tarsia" for which, if he drew it correctly and "finished" it in a mechanical neat wiry line, he was liable to get a prize. To this "Freehand" practice was superadded some drill in outline drawing from geometrical models and vases, and a little practice in Geometrical and Perspective Drawing. The "Dyce's Outline" practice was sound enough, as the examples were admirably selected. The evil was in overdoing the amount of such practice. Nowadays it is a conviction that so long as the development of correctness in seeing and expressing simple forms is kept in view, elementary drawing need not be confined to examples of ornament or to outline drawing only. Simple work from nature, Silhouette work with the brush, Light and Shade from Casts, bold drawing from common objects, Elementary Design, and Blackboard Drawing may all find a place in a syllabus of elementary instruction. This applies equally to the training of students who take drawing as a part of general education and to those who intend to follow Art as a profession. Both types of student must, in the first place, be taught to aim at the acquirement of accuracy and correctness in seeing and delineating, which is the foundation of truthful observation as well as of the power to deal with the complex and subtle appearances and details that later must be studied by the artist. The intelligent teacher will of course manipulate the machinery of study so as to keep both types of student interested in their work, and will thus gradually

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arouse a love for beautiful things, always keeping in mind that the acquirement of a true eye and an obedient hand are the essentials.

Art and Manufactures.

With regard to the bearing of Art Education upon Manufactures many pages might be written. When the Schools of Design had been established for about ten years some leading manufacturers and Art workers were examined before a Committee of Enquiry held in 1849. Their opinions were widely divergent. Some said that great improvement in design for manufacturers had already taken place. Others stated that little or no improvement could be expected from the operations of the Schools. The weight of opinion, however, seemed to be in favour of the Schools, though it appeared that some of the larger manufacturers looked upon them as being likely to provide a number of capable designers, some of whom would find employment with smaller firms, thus making them stronger competitors. About that time most of the designs for British Manufactures were the work of foreigners.

To-day it is within the facts to state that the attitude of manufacturers towards the Schools is much the same as in 1849, with the important difference that many more would be found to speak in favour of the Schools now, than was the case in 1849. In several districts the manufacturers who employ designers trained in the Schools of Art are the most prosperous of their class. At the same time instances are to be found of men with narrow and jealous views, who look askance at the work of the Schools. As an example of this it may be mentioned that at many schools, in districts where art industries flourish, the teachers of design are practical men engaged in the local industries. It has occasionally occurred in such places that a manufacturer has refused to allow his designer or modeller to take up the position of teacher in the School of Art, giving as a reason that his employé would take "ideas" from the factory, and impart them to students at the school, who are employed by rival manufacturers. Though this ungenerous view implies strong evidence of the utility of the Schools, happily such cases are rare, and manufacturers generally are well disposed towards the Schools. It is an undoubted fact that the development and welfare of many schools (the existence even of some) has been in a very large measure due to the active interest in them shown by manufacturers, many of whom have acted as managers, giving their time freely to the duties involved, and, in the majority of cases, giving their money also in subscriptions for the maintenance of the Schools. Whenever a full and detailed history of the Schools is written, this fact will be brought forcibly to light, and the amount of support in various ways given by manufacturers to the Schools will surprise even those who consider themselves familiar with their history and circumstances. To-day also it is a fact that the foreign designer is practically disappearing from the field in regard to British Manufactures, though, of course, the cosmopolitan character of Art will always bring the foreign designer in some degree into the work of any country.

But the greatest influence the Schools of Art have exerted upon Manufactures does not lie so much in the production of designers as in the training of a vast army of draughtsmen, painters, modellers, moulders, carvers, printers, gilders, fillers, chasers, glassworkers, weavers, and other art workers who are concerned in the production, as a finished article, of the designer's creation. During the processes of production, the conception of the artist runs risks of being spoiled by unintelligent artizans through whose hands it must necessarily pass. And here has been the greatest work of the schools, from a commercial point of view, namely, that they have raised the general intelligence and taste of the

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class of workers referred to. This is as unquestionable as it is fully realised by the manufacturers themselves, who are able to see that the organized system of Art Education has greatly influenced Manufactures, by producing better artisans who are engaged in executing the designs made by the designer.

To-day the intelligent manufacturer does not look to the School of Art for the mere production of saleable designs. He looks to its training its students in the grammar or language of form and colour and the general principles of applied design. And when he can find employés who have gone successfully through such training he can confidently put them in his manufactory, where their contact with the special technicalities and needs of the market peculiar to his business soon makes them into valuable workers. To expect that a manufacturer could walk into a School of Art and get a supply of saleable designs from the school exercises of the students is as reasonable as to expect that a publisher could go into an ordinary public school and obtain a supply of saleable literary matter from the essays and exercises of the pupils.

But there is still much to be done. In the study of Art as a branch of National Education the present century will probably see many developments which are now heralded by the broadening of the recognised curricula for Art instruction. The language of form and colour will be recognised as of importance to the cultured individual, as opening a field of thought of the highest moral effect. And when the false idea that colour should be disregarded till form has been long studied has died, the language of colour will become gradually known. Indeed when the structure and nature of the colour nerves of the eye are considered it appears necessary that some simple form of colour study should accompany the earliest steps in education and be consistently followed until the colour sense is healthily formed. Commercially a great deal remains to be done. Foreign competitors are not standing still, and when the long start some of them have had is remembered, it seems imperative to lose no opportunity of development. The signs to-day are promising and the general tendency is right, but earnest effort is needed to keep to the front in the race.

Class-rooms. It is obvious that the class rooms in which Art Instruction is given will influence the work for good or evil. The first and indispensable necessity in Art Class rooms is adequate suitable lighting. Here we are open to blame, for in some of the newest buildings far from perfect lighting is found. It seems a pity that, during the half-century or more of the existence of Art Schools, some architects have not been able to free themselves from ecclesiastical tradition in designing windows for Art Schools. The dim, religious light of a church is not the type of light to be aimed at in a School of Art, particularly when we recall the fact (with which perhaps much familiarity has bred contempt) that the greater number of days in this climate are far from bright. It is therefore very difficult to understand why the windows of Art Class rooms in some modern structures are cut up by broad mullions and transoms to the great detriment of the lighting, The artificial lighting of some schools and classes is badly arranged, and in a few of the most glaring cases teachers have repeatedly but ineffectually tried to induce managers to improve it. Bad lighting throws serious and constant difficulties in the student's path, to say nothing of the injury to the eyes which is likely to arise. It is satisfactory, however, frequently to meet with improvements in lighting, and a hopeful view for the future may be taken in this respect.

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Many Art Classes suffer through the premises in which the classes are held, the class-rooms being used for other purposes when the classes are not in occupation. This often necessitates the clearing away of all the examples after a sitting of the class, and their rearrangement when the class meets. In the case of light and shade work this is particularly trying, not alone for loss of time and confusion at the commencement of lessons, but from the difficulty of placing examples in the same light at each meeting of the class. Storage accommodation too is often bad, causing injury and displacement to casts and copies. A better state of things in this respect can only be looked for when buildings erected for for the purposes of Art Study are provided, as they have been for some places where the County Council has granted aid from the Technical Instruction Funds.

One of the beneficial results of the Technical Instruction Acts is the improvement in the provision of good school premises. In fact, since the passing of the first Technical Instruction Act in 1889 a great impetus has been given to the work of Art Education throughout the kingdom by the grants made by local authorities. It is seen chiefly in the provision of better class rooms, improved equipment, and the creation of Scholarships, and though it does not appear to have accelerated the general increase of the number of students under instruction, there is no doubt that the ground has been laid for very considerable advances in Art Education in the immediate future.

Museums.

The growth and character of local Museums has a direct influence upon Art Education, and there is much to be thankful for here. Many Museums containing Art sections borrow from the Central Museum at South Kensington examples of decorative Art, photographs, pictures, &c. In 1899–1900, 78 Museums availed themselves of such loans. In a similar way loans are circulated to Schools of Art and Art Classes from the Central Museum. Here it must be confessed that it appears scarcely a satisfactory state of things when we find that of the 1,568 Schools of Art and Art Classes only 280 obtained loans in 1899–1900. The great importance of a supply of good specimens of Art such as can be obtained through the Circulation Division of the Victoria and Albert Museum cannot be over-estimated, and all classes would derive great advantages from loans which they do not appear to place themselves in a position to obtain.

Drawing from Life.

In a certain number of schools having classes for Drawing from Life the classes do not meet often enough for the students to get much benefit. Managers should remember that the question of practice is involved, and though Life Classes usually are costly, provision should be made for a reasonably frequent meeting of the class or it will be of very little value.

Four Schools of Art have been established during the past year at Frome, Mansfield, Hyde and Redhill.

Recent changes in the Inspectorate have involved rearrangement of work, which has been carried out under conditions that do not make it possible this year to give extracts from the Reports of Inspectors under my supervision.

I have the honour to be, &c.,

S. J. CARTLIDGE.

To the President of the Board of Education.

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B. REPORTS ON THE EXAMINATIONS IN SCIENCE AND ART.

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EXTRACTS FROM THE REPORTS OF THE EXAMINERS ON THE RESULTS OF THE SCIENCE EXAMINATIONS 1900.

PRACTICAL PLANE AND SOLID GEOMETRY (Examiners, Lieut.-Colonel W. D Conner, R.E., and Mr. A. Hicks):—

EVENING EXAMINATION, 1900.

Elementary Stage.

The results are satisfactory, a good general knowledge of the subject being shown. A fair percentage of marks was obtained on the average, and there were fewer thoroughly bad papers than usual.

The treatment of the projection of points, lines and planes showed much more intelligence than has for some years been discernible, and that is the most gratifying feature of the examination. On the other hand, the drawing was, as a rule, less neat and accurate than it has been of late years, and coarse soft pencils were abundantly used, with which good results could not be expected. More care was shown in carrying out the general directions than has hitherto been the case.

Advanced Stage.

The results are very satisfactory. A very good all-round knowledge of the subject was exhibited, and all the questions were answered in a style that bore marked testimony to careful teaching. The cases of horizontal projection did not seem to present as much difficulty as in previous years, while the delineation of shadows, and the Isometric projection of a solid were very often well executed. The drawing can only be pronounced to have been fair, and careless execution often detracted from the merits of a paper in which considerable knowledge had been displayed.

Honours.

The results were satisfactory; 25 per cent. of the candidates got more than half full marks, and there were very few distinct failures.

There were still cases of slovenly work, and it is surprising that candidates who have reached this stage should not have learnt the importance of sharply-pointed pencils for neat and accurate work.

The solutions would be rendered more intelligible, and the constructions would be more easily followed, if examinees were taught to letter more frequently the various lines and planes employed in the solutions.

All the questions have been correctly answered, though the results in some cases have been laboriously obtained.

The questions in the Plane Geometry section were not attempted so frequently as were those in the Solid Geometry section, but when tried were fairly well answered.

DAY EXAMINATION.

Elementary Stage.

The marks obtained at day examinations are, as a rule, higher than at evening examinations, doubtless because the candidates do not present themselves after a day's work, and because it is easier to draw by daylight than by artificial. This year, however, the day answering compared most unfavourably with that of the evening examination, and that the paper was not too difficult was demonstrated by the high marks obtained by the training colleges, so the result of the examination must be pronounced disappointing.

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The low average, however, is not so much due to general inferiority as to the presence amongst the competitors of several batches of candidates who presented themselves for examination totally unprepared and hopelessly ignorant of the very rudiments of the subject. Thus, a batch of papers, 26 in all, with the exception of attempts at copying the given pattern, contributed four correct answers between them. Similarly, another batch, 16 in all, sent in one correct answer between them. This points to grave incapacity or want of judgment on the part of teachers.

By way of eulogy, it may be stated that the drawing was as a rule good, while if the questions in solids were badly solved, those dealing with the properties of points, lines, and planes, in space, were better understood and answered than has been the case in past years.

Advanced Stage.

The result may be pronounced satisfactory. All the questions were frequently well answered and a sound general knowledge of the subjects was displayed. The draughtsmanship was fairly good, in some cases, however, the lines being drawn *too* fine.

Machine Construction and Drawing (Examiners, Professor T. A. Hearson, M.Inst.C.E., and Mr Joseph Harrison, M.Inst.M.E., Assoc. M.Inst.C.E.):—

Elementary Stage.

An analysis of the mark sheets enabled 65 especially well-taught and successful classes to be selected containing 2,129 candidates, *i.e.*, 23 per cent. of the total number. Of these 43 per cent. gained a first-class, and 25 per cent. gained a second-class. But on the other hand there were also 103 badly-taught classes containing a nearly equal number of 2,073 candidates. Of these only 12 per cent. gained a first-class, 20 per cent. gained a second-class, and 68 per cent. failed. Most of these latter classes had been taught little or nothing, and the success which was picked up by a few of the candidates was probably due to their special knowledge acquired independently of the class-work, and the small amount of gain secured by the teachers from the result of the examination, was probably more than they deserved.

The candidates were able to choose between one of two examples to be drawn.

For each example the dimensioned diagram showed the parts separated, and the candidates were instructed to assemble them together, as they would be when in use, and were informed, both on the diagram and also on the examination paper, that they would receive no credit for drawing them apart from one another as in the diagram.

Notwithstanding these reiterated instructions, a large number of candidates made no attempt to put the parts together, and consequently, as promised, received no credit for their work.

No doubt the large majority of those candidates were not able to realise the relation of one part to the other, they having been taught merely the process of setting off to scale the dimensions shown on the face of a drawing, and little or nothing of machine construction.

Advanced Stage.

Here, as in the Elementary Stage, the candidates were asked to make a scale drawing and to answer three questions on machine construction, illustrated by sketches drawn freehand. 70 per cent. of the total marks were allotted to the former.

The example to be drawn was a cast-iron frame to carry wheels and shafting.

No part of the work required of the candidate was mere reproduction of the diagram. The two views given had to be altered; and a new view had

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to be deduced and drawn, from the information contained in the two projections shown. The shape of the cast-iron frame was easily made out by those students who were capable of reading a simple drawing, and who had some practical knowledge of the construction of such parts of machines. But candidates without these qualifications found it difficult to score many marks.

Candidates would do well to pay strict attention to the printed instructions on the paper of questions, and not to waste time in drawing parts which they are expressly told not to draw, and for which they receive no credit. Some of the failures are accounted for by foolish neglect of this kind.

In many cases insufficient attention is paid to good draughtsmanship. In some schools the execution was remarkably accurate and clear, being in sharp contrast to a large proportion of the drawings, from which it would appear that many teachers are content to allow their students to work with very inaccurate boards and squares, and with unsuitable pencils not properly sharpened.

Honours.—Part I.

In Honours, Part I., the candidates are required to design and make working drawings of some portion of machinery of which a few leading dimensions are given. They are also asked questions in machine construction and design. Sixty per cent. of the marks is allotted to the drawing. A high standard of qualification is insisted on in this stage of the examination. A candidate is practically precluded from passing who does badly in either of the two portions of the paper. The number of worked papers was 290, as compared with 225 in 1899 and 173 in 1898. The quality of the work done was on the whole about equal to that of last year, and the same proportion of candidates passed the examination, and so became qualified to take Honours, Part II., in a future year.

Referring to the work of the candidates in designing and drawing a steam stop valve the Examiners say:

The best candidates produced remarkably good designs, well proportioned throughout, the details representing the best modern practice, and the draughtsmanship all that could be desired; but they add: Some candidates were entirely unfitted to take the examination, and seemed quite ignorant of the subject.

In about 40 per cent. of the drawings the parts of the valve as designed could not be put together; often a cover was not provided, so that the valve and seating could not be inserted, or the valve spindle was enlarged at both ends, and the candidate had not considered how the gland was to be got into place.

Of other common faults, one was the absence of a separate metal seating when the shell was of cast iron, another the cramped position of the gland, so that it would be difficult or impossible to insert the packing in the stuffing box.

Honours.—Part II.

In Honours, Part II., there were twenty-four candidates, of whom eight acquitted themselves sufficiently well to be admitted to the Practical examination at South Kensington. Of the eight, six qualified for a class, one candidate only obtaining a first-class. These figures appear to indicate an undue falling-off of interest in the subject, and of ambition to achieve the highest success; but it should be remembered that this stage of the examination is eligible only for those who have obtained a previous success in Part I. The ordeal is a very severe one and a high standard is adopted. To obtain a 1st Class success a candidate is required to bring to the examination a fair amount of mathematical skill and knowledge of Applied Mechanics, considerable expertness in machine drawing, and extensive as well as intimate acquaintance with machine construction.

Perhaps it is only by a few that the reapings of success in this examination are regarded as a sufficient reward for the exhibition of so much merit. The Examiners suggest to manufacturers and others in want of clever and well-trained mechanical engineers that they would get consider-

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able assistance in making their choice by taking note of the results of the searching examination in this stage of this subject.

In the written examination eight questions only were required to be answered out of sixteen which were set. Each of the sixteen questions was well answered by someone, and the choice of the questions was fairly evenly distributed, showing that none were inappropriate. On the whole the answers were not up to the standard which was expected.

In the Practical examination which took place at South Kensington May 29th and 30th some fairly good work was done, yet with one exception the skill shown was less than was expected.

PRINCIPLES OF BUILDING CONSTRUCTION (Examiners, Colonel H. C. Seddon, R.E. (Ret.) and Mr. T. Blashill, F.R.I.B.A. :—

The total number of candidates, 9,328, is a small increase of 102 on last year, as against 1,076 in 1899, and 627 in 1898.

The drawing in the Elementary Stage was generally very good, and very much better than in the Advanced.

Good drawing, however, is wasted when expended in exhibiting a want of real knowledge of the subject. Teachers should urge the students to take every opportunity, wherever they go, of studying practical details, more especially from works in progress. Success in building construction depends more upon the students' powers of observation than on anything else.

Elementary Stage.

In this stage there is a decrease of 91, as against an increase of 572 in 1889, and 596 in 1898.

Out of the 5,766 candidates 3,720, or 64·51 per cent., passed, whilst 2,046, or 35·48 per cent., failed, which exactly repeats the passes and failures of last year.

Advanced Stage.

There was an increase of 116 candidates in this stage, as against 355 in 1899, and 10 in 1898. 15·18 per cent. of the candidates obtained a first, and 75·03 per cent. a second class, whilst only 9·78 failed, as against 19·68 per cent. in 1899, and 9·92 in 1898.

Honours.—Part I.

The number of Honours papers, Part I., was 476, being 34 less than last year, and 101 more than in 1898.

The number of candidates who passed was only 166 out of 476.

Many failures were due to the candidates ignoring the rules at the head of the paper. No less than 193 papers were disallowed for not attending to the instructions as regards the compulsory questions, or failing in answering them, or for attempting additional questions in Divisions I. and II. before they had answered the prescribed number in Division III.

Honours.—Part II.

The number of Honours papers, Part II. was, 126, as against 14 last year, which was the first time the Honours Examination was divided into Parts I. and II.

Of these 10 obtained a First, and 23 a Second Class.

Practical Examination in Honours.—Part II.

The fifty-six candidates who passed in the Paper work, Part II., all attended the further practical Examination at South Kensington. Several of the designs sent in were well worked out, and, as the result of seven hours' work, did great credit to their authors. Thirty-three out of 56 passed 8 obtaining at least 90 per cent. of the full marks.

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NAVAL ARCHITECTURE (Examiner, Mr. J. J. Welch, M.I.N.A.)

The number of students attending the classes this year was over 18 per cent. more than sat for examination last year, and 37 per cent. in advance of the number attending the classes in 1898. This increase is general in all stages, except that three fewer students sat for examination in Honours, Part I., than was the case last year. The character of the work sent in, was, generally speaking, fully up to the level of previous years, except that in Honours, Part II. the average marks of all the students was distinctly less than last year; the average marks of the *successful* candidates in this stage, however, show a slight advance on the corresponding figures of last year.

Commenting on one of the questions, viz., Q. 12, the examiner remarks: The answers to this question were most disappointing, seeming to indicate that the students had very imperfectly grasped the fundamental conditions necessary for the equilibrium of a floating body.

MATHEMATICS (Examiners, Rev. John F. Twisden M.A., Mr. A. R. Willis, M.A., D.Sc., and Mr. P. T. Wrigley, M.A.):—

EVENING EXAMINATION.

FIRST STAGE.

The work is, on the whole, fairly good, though the average of the marks is hardly as high as in the two preceding years.

The examiners report as follows on

Q. 14. Find the greatest common measure of—

$$x^4 \quad 2x^3 - 2x^2 - 6x + 9 \text{ and } x^4 + 4x^3 - x^2 - 10x - 24,$$

and resolve each expression into three factors.

The answers to this question give occasion to a remark to which we wish to draw attention. Those who did well otherwise—who got, for instance, 70 or 80 marks—worked the question fairly out; *i.e.*, they found the G.C.M. in the usual way, they then performed two divisions, and put the quotients into factors. A good many tried to do this and failed. But besides these there were far too many who wrote down the two expressions in factors, without showing any process by which the results were arrived at. It is impossible to believe that (though there might be one or two rare exceptions) the inferior examinees could do by inspection what the best examinees did by a long though well known process. There seems no room to doubt that the results were obtained by work that was not sent up, or else by unfair means. Under these circumstances we would draw particular attention to the paragraph in the General Instructions beginning with the words—"*All* the work by which a result is obtained must be clearly shown *in immediate connection with the question.*"

SECOND STAGE.

Generally—much of the work was very creditable, and, in a fair number of cases, was really good.

The examiners report on the answers to one of the questions, viz.:

Q. 33. (*a.*) Show that the logarithm of the product of two members equals the sum of the logarithms of the numbers.

(*b.*) Find the logarithm (with a positive mantissa) of $(0{\cdot}0056)^{\frac{1}{4}}$, and of $(\sin 37^\circ\ 35'\ 40'')^{\frac{1}{3}}$.

(*c.*) Find the numerical value of $0{\cdot}81 \div \sqrt{112}$.

(*a*) The proof very often broke down through a confusion between numbers and their logarithms; the same confusion was often shown in such equations as—

$$\frac{0{\cdot}81}{\sqrt{(112)}} = \log(0{\cdot}81) - \tfrac{1}{2}\log(112) \text{ or even } = \frac{\log(0{\cdot}81)}{\log\sqrt{(112)}}.$$

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In (*b*) and (*c*) the work was, in many cases, ill arranged, in line instead of in column, an arrangement leading, of course, to numerical errors. Again, the characteristics were often wrong when the mantissæ were right; this was particularly the case in the question about (sin 37° 35′ 40″)². Teachers would probably find it a good plan, when their pupils are beginning to use log sines, &c., to accustom them to write down the minus ten, which is understood in the tabular logarithms, *e.g.*, instead of working with log sin 30° 52′ = 9·7101529, to work with log sin 30° 52′ = 9·7101529—10. At all events, some teachers have found this very useful when breaking ground in the subject.

Third Stage.

The general results are fairly good, but the standard reached is not quite so high as last year.

In Section A the propositions were generally written out accurately, and a fair amount of good work was done in dealing with the riders.

In Section C the bookwork seemed to be known, but there did not appear to be much power of applying it to examples.

Fourth Stage.

There were only 29 candidates in this stage; the work sent up was thorough as far as it went; very few, however, succeeded in obtaining more than half the maximum marks.

Three descriptive geometry questions were well answered, the figures being drawn with great care, and the explanations clearly given.

The bookwork in spherical trigonometry was well written out, but there was very little success with the riders.

Whilst the answers to the questions on the parabola and ellipse were satisfactory, hardly anything was known about the hyperbola.

Honours.—Part I.

The results are, on the whole, satisfactory. There were in all 59 candidates, of whom 12 obtained more than 200 marks, and 33 between 100 and 200 marks. Those who made comparatively few marks got them by taking the easier parts of certain questions. This is, of course, much more satisfactory than making a few marks by unsuccessful attempts at harder questions, and shows that even low marks indicate a certain amount of real knowledge. Those who got higher marks in most cases answered a few of the harder questions. All the questions were well answered at least once.

Honours.—Part II.

Three candidates took this paper; two of them did well and the third fairly well. Good answers were made to nearly all the questions.

Fifth Stage.

There was an increase in the number of candidates in this stage, but the proportion of highly marked papers is less than last year.

Sixth Stage.

The number of candidates in this stage was 35. The work in the calculus was more satisfactory than that in solid geometry. In the latter subject the questions on the straight line and plane alone received attention, Two questions on surfaces of the second order were very rarely chosen.

Seventh Stage.

Five candidates took this stage; their work was, on the whole, fairly good. All the questions except one were attempted with some success.

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HONOURS (ADVANCED MATHEMATICS)—PART I.

There were two candidates; one did fairly well, the other was very weak.

HONOURS (ADVANCED MATHEMATICS)—PART II.

One candidate attempted this stage, but not very seriously. Thus of the eight questions that might be taken, one was well answered, and two others were answered in part.

DAY EXAMINATION.

With respect to this examination we beg leave to report as follows:

FIRST STAGE.

The work on the whole is distinctly satisfactory, *e.g.*, about two in every nine of the candidates made more than sixty marks in the 100, although the questions are quite as hard as usual.

SECOND STAGE.

The work is hardly as good, proportionately, as the work in the first stage; but the results seem to be quite as good as those obtained in the examinations of last year and the year before.

THIRD STAGE.

The answers were, on the whole, good. As compared with the evening examination, the work seemed written out with greater care, and the general style was better.

FOURTH STAGE.

There were only ten candidates. The best answers were those to the first three and the last three questions. The work in descriptive geometry was very poor, with the exception that the examinee who did best on the whole made a very good answer to one of the questions in that branch. The work in spherical trigonometry was almost nil.

FIFTH STAGE.

There were 39 candidates in this stage.

SIXTH STAGE.

Five candidates worked papers in this stage; two were distinctly good, and two others fairly satisfactory.

SEVENTH STAGE.

There were no candidates.

ELEMENTARY PRACTICAL MATHEMATICS (Examiner, Professor John Perry, D.Sc., F.R.S.):—

The progress made since the last examination is very marked. There is this year a good percentage of most excellent papers, in which the calculations are carried out very accurately and in a very good style.

On the other hand there were some students who were ill-prepared and who ought not to have been allowed to sit for the examination until another year.

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Teachers are, no doubt, becoming more familiar with what is required, and are discovering better methods of giving instruction to their students.

In some schools there is evidence of very careful and thorough work having been done by the teachers.

Although it gives an Examiner great pleasure to look through so much excellent work, this is accompanied by periods of something approaching despondency when he sees so much inaccuracy in the numerical work.

Now the teachers must seriously think about this appalling weakness, which is, after all, only due to carelessness. They must ensure that every student shall cultivate the habit of thinking for a moment about his results, and roughly checking them in some way or other.

For of what use is it to a student to be able to employ such labour-saving processes as logarithms, slide-rule, etc., unless he checks his results to see whether, for example, his answer is not 100 times too large or too small?

This inaccuracy stands out as a huge blot on all the good work that is being done, and it is very far-reaching in its evil results.

It is gratifying to notice that some of the faults which were referred to in the Report on the Examination in 1899 have been to some extent remedied.

As a rule the scales are carefully indicated, though there were many exceptions. Let the student consider himself to be the examiner, and let him just imagine that a squared piece of paper is placed before him for consideration, with curves upon it, but neither a scale nor the name of one of the plotted quantities, he will at once realise the necessity for these being clearly shown.

The plotted curves were often most carefully drawn, and yet it has sometimes puzzled the Examiner to know by what means the curves were drawn.

There are many candidates who seem to think they are expected to use their logarithms only in questions in which they are specially asked for, and yet when working out an ordinary calculation they return to the long methods of multiplication and division, giving the answer to six or seven significant figures.

Now it is to be expected that a student who works through this course of Practical Mathematics will at least learn how to leave out all unnecessary figures in his calculations.

Recognising the many difficulties attending the introduction of a new subject, the examiner congratulates the teachers on the good work which they have done so far, and he earnestly hopes that in the future every possible effort will be made to grapple with the weakness already referred to, namely inaccuracy in numerical work. It is desirable that it should become habitual with every student to criticise and check all his numerical results.

The remarks at the end of the report of the examination in 1899 should be constantly borne in mind.

THEORETICAL MECHANICS (Examiners, Rev. John F. Twisden, M.A., and Major P. A. MacMahon, R.A., Sc.D., F.R.S.):—

EVENING EXAMINATION.

DIVISION A.—SOLIDS.

ELEMENTARY STAGE.

On the answers to one question the examiners remark: Few candidates knew the position of the centre of gravity of a cone.

ADVANCED STAGE.

The Examination, as a whole, was quite satisfactory. Many fairly good papers were sent up, and there was a considerable percentage of very good papers.

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DIVISION B.—FLUIDS.

ADVANCED STAGE.

On the whole a satisfactory examination, showing that a good proportion of the candidates have studied the subject with advantage.

There were fewer dimensional mistakes than usual, showing that attention has been given to this point since the report of last year.

HONOURS.—PART I.

Thirty-six students took this paper, most of whom had some knowledge of the subjects comprised in the syllabus. Fourteen of the students made half marks and upwards, and six of them made more than two-thirds of the marks. The work, however—even the best of it—might easily be better.

Nearly all students find the subject hard, and that it requires (and repays) very close attention. Of the students in the present instance there were a few whose case was nearly hopeless, but most of them seemed quite capable of mastering the subject, provided they bestowed on it the requisite amount of labour. Assuming that they wish to understand the subject, there seemed to be few, if any, who would not find it a good plan to go through the course (of Part I.) again from beginning to end.

PART II.

Two students attempted this paper; the work of one was good; that of the other was, at best, fair.

DAY EXAMINATION.

DIVISION A. (SOLIDS).

ADVANCED STAGE.

On the whole the work submitted was disappointing. Quite two-thirds of the candidates obtained under 30 per cent. of full marks, and only one candidate out of every 34 obtained over 60 per cent.

DIVISION B. (FLUIDS).

ELEMENTARY STAGE.

The work in the Elementary Stage was distinctly good, though, as usual, better in some schools than in others. This was shown in several ways, *e.g.*, about one in six of the examinees got 80 marks and upwards out of a possible 100 marks, and about one in every four or five of these examinees got more than 90 marks.

ADVANCED STAGE.

This paper was attempted by 51 examinees. The answers were in most cases too long, and in many cases rather wide of the mark.

APPLIED MECHANICS (Examiners, Professor John Perry, D.Sc., F.R.S., and Mr. W. H. Greenwood, M.Inst.C.E.):—

ELEMENTARY STAGE.

The papers this year are below the average of those of recent years. The papers show want of care alike in the reading of the students and in the teaching; definitions and phrases are used without any clear notions as to their meaning, and there is a marked absence of the kind of knowledge which either practical or experimental work would have supplied, indicating a probable insufficiency in the schools of the simple apparatus necessary for the efficient teaching of such a subject as Applied Mechanics

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ADVANCED STAGE.

The percentage of good papers is higher than usual, and if the quality of the teaching were to be judged by these written papers, the conclusion would be that it has probably never before reached so high a standard of excellence.

Although there are signs that more students have now the opportunity of making quantitative experiments, it is clear from the written answers that in the majority of classes there is still no provision for this kind of instruction. Nor do the candidates from these classes appear to have *read* about experiments.

HONOURS.—PART I.

Very many of the candidates are quite unable satisfactorily to attack the paper. One candidate attempted seven questions, but his answers did not score a single mark; and several students obtained less than 12½ per cent. of the possible marks. The sketching and practical knowledge shown by the students generally are not superior to that expected from the men working the advanced paper. Usually, however, the Honours candidate shows more mathematical knowledge. In fact, bad mathematics seems to be thought equivalent to a knowledge of applied mechanics. The reasoning is so loose that it can hardly be called reasoning. The arithmetical inaccuracy is appalling, and the answers to one of the nine questions show a general lamentable ignorance of the most elementary principles of dynamics.

It seems to us that good teachers in the Honours stages of this subject are very few indeed.

PART II.

A low standard is attained by most of the candidates, and no candidate is placed in the first division, and correct solutions of any of three questions specified by the Examiners were rare.

SOUND, LIGHT, AND HEAT (Examiners, Professor A. W. Rücker, M.A., D.Sc., Sec. R.S., Professor H. L. Callendar, M.A., F.R.S., and Professor J. J. Thomson, M.A., LL.D., F.R.S.):—

EVENING EXAMINATION.

ELEMENTARY STAGE.

Referring to the answers to one of the questions, the Examiners say:—There was a general omission of any reference to pressure in the determination of the boiling point. A considerable number of candidates made the very bad mistake of saying that ice *mixed with salt* was to be used for the determination of the freezing point.

LIGHT.

ADVANCED STAGE.

In general the answers are very poor. In most cases, although a long answer was given, it had little or no bearing on the question.

HONOURS—PART I.

This paper was well done.

HEAT.

ADVANCED STAGE.

The phrase "atomic heat" was generally well explained, but the specific heat of a compound was frequently stated to be the sum of the specific heats of its constituents.

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Three questions involving some knowledge of thermo-dynamical principles were badly answered, but one on the distinction between a gas and a vapour was very generally attempted with success.

Very few appeared to have any acquaintance with methods of studying dark rays, and many did not understand the meaning of wave-length.

HONOURS.—PARTS I. AND II.

The answers to the thermo-dynamical questions were generally weak, especially those involving some understanding of the second law. The descriptive questions were well answered. The numerical work was untidy, and consequently incorrect.

SOUND, LIGHT AND HEAT.

HONOURS—PART II.

PAPER 2 AND PRACTICAL WORK.

The number of candidates selected for the second paper and for the Practical examination at South Kensington was too small for any general deductions to be drawn.

The papers were fairly well done, and the practical work was very good indeed. All the selected candidates were evidently accustomed to laboratory work, and for the most part they performed the experiments in a business-like way, and with as great accuracy as could be expected.

DAY EXAMINATION.

ELEMENTARY.

With the exception of the first question, none of the questions have been satisfactorily answered by more than one or two candidates.

A large number of the candidates have selected four out of eight questions from one section of the paper, generally that on Sound. In some cases their performance in the rest of the paper is such as to suggest that they had devoted the greater part of their time to one section, in the hope of being able to pass by a sufficient knowledge of one section of the paper.

In the section on Light comparatively few of the candidates appeared to have a clear idea of the difference between intensity of illumination and illuminating power.

There is unfortunately a good deal of evidence that the general standard of education of the candidates is very unsatisfactory. One of the Assistant Examiners remarks, "Candidates delight in using big words which they do not in the least understand, *e.g.*, 'Pitch consists of two parts, relative and superlative.' Many of them would be better employed at English Grammar than at Science."

General.—The answers to three of the questions show that the candidates possess next to no knowledge of experimental work, and the descriptions are slovenly and inaccurate. As in the Elementary Stage, the answers indicate complete ignorance of composition. One does not expect elegant construction, but it is only reasonable to expect intelligible sentences.

MAGNETISM AND ELECTRICITY (Examiners, Professor A. W. Rücker, M.A., D.Sc., Sec. R.S., Professor A. W. Reinold, M.A., F.R.S., and Mr. R. E. Baynes, M.A.):—

EVENING EXAMINATION.

ELEMENTARY STAGE.

The candidates' work was quite up to the average of recent years, and in some parts of the subject, *e.g.*, in Frictional Electricity, there were signs of improvement.

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Frictional Electricity.

The questions were on the whole well answered.

The answers to questions about electric potential are better than they were a few years ago, but improvement in the teaching of this subject is desirable. The determination of the sign of the potential of a body by considering the flow of electricity to or from the body when earthed is rarely thought of.

Statements like the following frequently occur:—"Electricity flies to points." "The points (on the prime conductor) neutralize the plate" (whether the conductor is discharged or not). The action of points as potential-equalizers is not understood.

Voltaic Electricity.

The following mistakes occur with some frequency:—(*a*) a current in a wire magnetises it—a statement which in some cases, but not in all, is due to a want of care in expression; (*b*) confusion between circular lines of force round a straight rod and circular flow of current round a helix.

Candidates do not receive adequate instruction on the subject of the forces which act upon the needle of a galvanometer. In this question the earth's action was nearly always ignored.

Advanced Stage.

The work in this stage was fairly good.

Magnetism.

Advanced candidates do not at all understand the parallelogram of forces.

Honours.—Part I.

The questions were better answered this year than last.

Honours.—Part II.

The first paper was fairly done, the second poorly.

The practical work was good.

DAY EXAMINATION.

Elementary Stage.

There was not much good work in this stage, either in magnetism or electricity. Though a fair proportion of the candidates obtained half-marks this was to a great extent due to good answers to a few questions.

The answers to a question relating to the behaviour of a dipping-needle when its frame is turned round a vertical axis, showed that the cause of the change of the dip was not understood.

FRICTIONAL ELECTRICITY.

The answers were very weak. The action of points is not properly taught.

Advanced Stage.

The work in this stage, except in Voltaic Electricity, was very fairly done.

MAGNETISM.

From the Examiners' comments on the answers to one of the questions, "questions involving the action on a compass needle of a periodically varying magnetic field are rarely well answered."

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VOLTAIC ELECTRICITY.

Among the Examiners' remarks on the answers to questions are the following :—

"Ohm's law, except in the simplest cases, is not understood. Candidates are not taught how to calculate the difference of potential at two points of a circuit.

"It was not understood that an absolutely astatic system would be useless for measuring purposes."

INORGANIC AND ORGANIC CHEMISTRY (Examiners, Professor W. A. Tilden, D.Sc., F.R.S., Professor W. N. Hartley, F.R.S., and Professor W. R. Dunstan, M.A., F.R.S.):—

INORGANIC CHEMISTRY, THEORETICAL.

EVENING EXAMINATION.

Elementary Stage.

The work was generally satisfactory; a fair proportion of candidates gave intelligent answers concisely stated. As a rule the arithmetical calculations were correctly worked out. Vague ideas prevail on the indestructibility of matter, for though candidates perceive that mass cannot be destroyed they describe numerous experiments in which mass is apparently created. A candle and air, or a piece of sulphur and air, do not increase in weight after combustion, but that they did so appeared repeatedly in the written answers. Also the following answer was of much too frequent occurrence, "when a given weight of sulphur is heated in an open crucible the *residue of sulphur dioxide* is heavier than the sulphur taken." This indicates defective teaching; the pupils have in mind an experiment with magnesium wire, and parrot-like repeat what they have been given to understand with respect to that metal as if it were applicable to sulphur. Far too large a proportion of candidates offer as evidence of oxygen in air, that substances burn in air and animals live in it. A surprisingly large number of answers disclosed a remarkable condition of ignorance of the elementary principles of chemical combination, and of the physical and chemical properties of elements and compounds in connection with their identification. It was written down repeatedly that equal volumes of hydrogen and chlorine when mixed together had the same properties as the compound hydrochloric acid; that copper could be recovered as metal from a solution by simple evaporation to dryness, and otherwise, that it could be obtained by evaporation in the form of blue crystals. It is evident that the pupils have drawn no distinction between the act of dissolving a metal in an acid and dissolving a salt in water.

The quantitative significance of symbols and formulæ does not appear to be sufficiently taught, and the improper use of symbols to represent merely the names of elements has in conjunction with this short-coming probably led to the absurdity of a formula for air, N_4O very often given, and of the following:—CH = candle, C = 12, H = 1, ∴ candle = 13. There is a constant recurrence of the idea that all metallic oxides behave like mercuric oxide and break up into metal and oxygen when heated, that all metals at a red-heat decompose steam like iron, and that copper dissolves in hydrochloric and sulphuric acid, yielding hydrogen. This again points to some defect in the teaching or in the general education of the pupils.

With some few exceptions it is evident that those who pass in the alternative stage could easily have taken the elementary paper, for as a rule they make use of symbols, formulæ, and equations. It is much easier to remember and understand the composition of compounds by reference to symbolic formulæ than by percentage composition. The numbers representing the latter are retained in the mind by a mere effort of memory and are of very little utility. Parts of the syllabus are evidently neglected by the

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teachers, such as those relating to the gases in spring water, the nature of the alkalies, and the reactions of salts. Many candidates believed that air could be dried by simply heating it. As a rule the papers were well done, but in some schools the answering was decidedly and uniformly bad.

Advanced Stage.

The results in this stage are the most unsatisfactory and disappointing : at least one half the candidates ought never to have been permitted to present themselves, for it is doubtful whether they could have passed even on the elementary paper. There were many who had not received a proper course of instruction and of those who had a large proportion could scarcely have been sufficiently well educated to profit by it.

Very little seemed to be known of the accurate volumetric analysis of the atmosphere, or of the proportion of carbon dioxide contained in it, of the importance as a physical property of the density of a gas, and of its relations to its chemical nature, or of the vapour density of compounds in connection with their molecular composition.

Notions of chemical constitution and evidence in favour of it in particular instances are evidently strange subjects to almost all the candidates ; not more than one per cent. were able to justify the formula PCl_5 for phosphorus pentachloride, or to assign a constitutional formula for sulphuric acid. The composition of nitrous oxide was frequently stated to have been determined by exploding it with oxygen. Those who attempted to calculate the volume of hydrochloric acid which would unite with the ammonia evolved from 20 grs. of sal ammoniac, had very little idea of how to proceed, and the majority of those who obtained a correct result did so by unnecessarily complicated methods. Scarcely any candidates seemed to be acquainted with the general character of the elements of the iron group. Guesses, absurdly erroneous, were numerous in answer to questions on the metals commonly obtained by electrolysis, on the nature of silicon hydride and the determination of its composition, and on the reducing action of hydrogen peroxide.

Honours.—Part I.

The majority of the candidates had evidently not received the advantages of systematic courses of lectures suitable for this stage or, if they had they did not profit by them. Both grammar and composition showed that some of the candidates were deficient in general education.

Honours.—Part II.

One paper alone was sufficiently satisfactory in this stage to secure a first-class.

INORGANIC CHEMISTRY.—PRACTICAL.

Elementary Stage.

Most candidates found no difficulty in ascertaining that sulphur was present in one of the substances given for examination, but very few were able to decide upon the purity of the specimen, and the majority shirked this part of the exercise. Very few candidates displayed any knowledge of how to set about crystallising a substance. The answering to the questions was less satisfactory than the practical work, which was very fairly good, showing a considerable improvement in this subject. The following faults were attributed to the method of teaching. Those who, as a class exercise, had estimated carbon dioxide in calcium carbonate by loss of weight on strong ignition seemed to regard the method as generally applicable to all carbonates. Some candidates operated on too small a quantity of substance in an apparatus of excessive weight, as, for instance, with half a gram of powder in an apparatus weighing 140 grs. The tendency of teachers to make quantitative processes as simple as possible, without paying due regard to accuracy, has reduced the estimation of carbon dioxide in carbonates as an exact chemical experiment to an absurdity, inasmuch as

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the results obtained are admitted to be from 1·5 to 2·0 per cent. too high. Many good results were obtained by candidates properly equipped and instructed in the use of their apparatus.

Calculated percentages should not be stated in vulgar fractions. Some very curious results were recorded in this manner, *e.g.*, 12871$\frac{13}{17}$ per cent. of CO_2 in magnesium carbonate.

Advanced Stage.

Both the paper of questions and the practical work showed an improvement on the results of former years. The analysis and quantitative estimations were good, but candidates evidently are not taught nearly enough about the art of solution, though they seem to be well drilled in the use of charts for the separation of substances.

It was not generally known that an alloy of copper and tin should be dissolved in nitric acid to effect the separation of the two metals. The action of solvents not being understood there were frequent mistakes in the subsequent separations. The chemical action of borax and of potassium cyanide when used as blow-pipe tests was not usually understood. The chief defect in the practical work is due to want of independent observation and knowledge of the behaviour of sulphides, bases, and salts. Every substance supplied, whether a mixture of metals, a mixture of oxides, or anything else that is solid was usually called "a salt." On the whole the volumetric work was the least satisfactory.

Honours.—Part I.

The work, as a rule, was very badly executed, the practical qualitative analysis of a very simple character being quite as badly done as the quantitative.

Honours.—Part II.

The results of this examination again show that candidates have not sufficiently realised the notification in the Directory "that no candidate can obtain Honours who is not prepared to carry out any observations or experiments commonly practised in the best chemical laboratories." None of the candidates on the present occasion gave evidence of sufficient skill even in common analytical work, and no one succeeded in identifying the two substances provided for this purpose, or even in determining the class of compounds to which they belong.

DAY EXAMINATION.

INORGANIC CHEMISTRY.—THEORETICAL.

Elementary Stage.

The questions were not answered quite so satisfactorily as is usual at the day examinations. It was extraordinary how very few candidates knew the nature and composition of the substances formed by the complete combustion of sulphuretted hydrogen in air. They gave equations showing the sulphur to be incombustible.

Alternative Stage.

The work was not at all good as a whole. Bad spelling and bad answers were found to go together. The following are some notable examples of the latter:—"Argol found in the air, it is a gas." "Much of the nitrogen is probably argon." "Other bodies have been found to consist in the air." In answer to questions on the metals mention is made of "gradulated zinc," a term which was used several times in last year's papers. "Three chief alloys are copper, gold, and tin." "The most important alloys are copper, tin, and nickel." "An amalgam, *i.e.*, gold, is a metal from which other metals may be extracted." "Mercury is an important amalgam." "Mercury is classed as a metal because it is a mixture of two or more elements."

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Clearly the use of symbols and formulæ would obviate in a great measure such errors as these, which are frequent.

ADVANCED STAGE.

The majority of the candidates do not afford evidence of having been properly taught. From the answers to questions on the manufacture of chlorine it would appear that most candidates know nothing about the subject; others seem to have received erroneous information either from a text book or their teachers. The essential point in Weldon's process is the recovery of the manganese from still liquor, in the form of an easily soluble calcium manganite, which dissolves quickly in weak acid, and in the form of mud is run directly from the settling tanks into the chlorine stills. This did not appear to be known. The answers on the subject of Deacon's process did not include air as an essential agent in liberating chlorine, nor was it generally understood how the cupric chloride operates. As the great majority of candidates attempted this question and failed to answer it, as in fact has been the case in former years, it seems desirable that the attention of teachers should be drawn to the subject. There was a great weakness about the answers to the question on the processes recently adopted for obtaining caustic soda from common salt, and metallic sodium from caustic soda. The process of Le Blanc, established in 1797, was cited, and Davy's isolation of sodium in 1808.

INORGANIC CHEMISTRY.—PRACTICAL.

ELEMENTARY STAGE.

The written papers were fairly well done on the whole, the descriptive portions being better than usual. A weakness was displayed in discriminating between the use of strong and weak acids, as well as when heat should be employed. The majority of candidates did fairly well in the measurement of gases, but the manipulation necessary in the collection and drying of precipitates was not generally understood.

ADVANCED STAGE.

The answers, with few exceptions, were very poor. It is evident that only a small proportion of candidates could apply their knowledge in a general way, or out of the accustomed groove. In the practical work there was too often a lack of method or system, the notes were mechanical and tedious, sometimes unreasonable or incomplete, very rarely, however, untrue. Oxides were not usually identified by their individual properties, or, if so, were not so stated. The volumetric analyses were examples of very poor work. Little or no intelligence was shown either in the quantity of the sample used or in the calculation of the results. It was not unusual to find only 0·7 c.c. to 1·3 c.c. of a decinorma silver nitrate solution had been used, and one candidate who used the former quantity calculated his results to five places of decimals. It is evident that the students are taught volumetric methods mechanically, that they acquire a certain amount of experimental skill; but any acquaintance with the principles and facts underlying the method does not make itself evident.

EVENING EXAMINATIONS.

ORGANIC CHEMISTRY.—THEORETICAL.

ELEMENTARY STAGE.

There were several very good papers, and no large number of bad ones. A general knowledge of the theory of the subject was often made evident, but the application of good and practical methods to particular cases was wanting; for instance, few candidates knew how to dry ethyl alcohol and acetaldehyde satisfactorily. Few appeared to be acquainted with the action of water on ethyl acetate. In questions relating to the preparation of

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organic substances, such expressions as "by means of," "act upon with, and "treat" are too frequently used where a definite statement of conditions is called for.

ADVANCED STAGE.

The papers were above the average in quality, and the answers to several of the questions secured high marks. Candidates seem to pay too little attention to open chain compounds.

ORGANIC CHEMISTRY.—PRACTICAL.

ELEMENTARY STAGE.

The answers to the questions on practical details were satisfactory, so also was the practical work.

ADVANCED STAGE.

The results of the written examination were satisfactory. Judging by the answers, the preparation of organic compounds must occupy a large proportion of the time spent in the laboratories of most schools. Questions 2 and 3 were not so well answered. Instead of describing simple tests for distinguishing between ethylamine and ammonia, and between benzaldehyde and nitrobenzene, the answers usually took the form of a list of reactions given by each substance, the Examiner being left to judge whether they could be carried out easily or serve to distinguish one substance from the other.

The methods of testing for the identification of substances gave evidence of a tendency to jump at conclusions in several instances.

THEORETICAL AND PRACTICAL.

HONOURS—PART I.

The candidates in this stage apparently come from a small number of schools, where they receive excellent teaching. The papers generally are superior in quality to the corresponding stage in Inorganic Chemistry.

GEOLOGY (Examiner, Prof. J. W. Judd, C.B., LL.D., F.R.S.):—

There is a falling off in the number of candidates presenting themselves for examination in this subject, which it is to be hoped is due not to a diminution in the number of classes, but to the circumstance that the grant is claimed on inspection only. The Elementary papers for the present year are quite up to the usual standard, while the advanced ones are certainly better than those of last year. The most serious mistakes are those which arise from the want of knowledge of the candidates of the elements of chemistry, physics, and biology, rather than from the imperfect teaching of geological principles. While sections, such as can be drawn upon a blackboard, are fairly well understood and accurately reproduced, there is evidence of the want of such a grasp of structural geology as would be derived from the inspection and handling of models. It is worthy of consideration whether some forms of models might not be constructed by teachers, in order to overcome this difficulty. A little ingenuity would enable cardboard boxes or wood-blocks to be covered with properly coloured sections, and the constant use of these would go far to remove the difficulties referred to. It is only by handling and turning about such models that some students find it possible to realise such facts as lateral displacement by faulting, and many similar phenomena.

In very few cases were the beds affected by a reversed fault shown in any but a horizontal position. In too many instances it was evident that the candidates had seen only one drawing of a reversed fault—and that a stereotyped one—affecting horizontal strata.

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There was a want of definiteness in the descriptions of the igneous rocks, and the distinction between mineral and chemical terms was not observed, Thus, "quartz" is used for "silica," just as in other questions "chalk" is used for "calcium carbonate." Teachers should direct special attention to correcting this mistake, as answers, otherwise excellent, are not unfrequently marred by this kind of error.

HONOURS.—PART I.

There was a considerable increase in the number of candidates this year, and the papers were remarkable for the amount of knowledge shown, not only of geological principles, but of the chemical, physical, and biological questions involved; probably many of the candidates had already taken Advanced Physiography, but the result following from a greater concentration of their studies was most gratifying.

HONOURS.—PART II.

Here, too, marked improvement was exhibited. The practical work showed that great pains are taken to impart a knowledge of the local geology at the several centres of instruction. It is indeed evident that the advice given in the summer courses of instruction to teachers is beginning to bear fruit, and that really excellent and thorough courses of geological instruction are now being established at many different localities. The want of microscopes and good typical series of specimens of rocks and fossils is evidently responsible for some of the weakness shown by these candidates in the work in the laboratory. The candidates who obtained the first class attained a very high standard of excellence, and even those who were awarded a second class exhibited conspicuous merit.

DAY EXAMINATION.

As was the case last year, the number of candidates at the Day Examination was very small, and general conclusions drawn from the examination of such a small number of papers might be misleading.

MINERALOGY (Examiner, Prof. Grenville A. J. Cole, F.G.S.):—

There is a slight increase in the number of papers sent in this year, and the Advanced Stage maintains the good position that it reached in 1899. The absence of grounding in the first principles of physics and chemistry has been specially noticeable. It cannot be too often remembered that there is a due sequence in subjects of science, and that a course of elementary physiography, or some equivalent, should precede mineralogy, as surely as some knowledge of arithmetic may be expected of a student of algebra.

In spite of shortcomings, 26 papers out of 59 that secure a pass in the Elementary Stage are entitled to the first class, and this proportion is really a satisfactory one. The 44 failures, however, could have been in a large measure redeemed by application as serious as that displayed in 1899.

The Advanced Stage, with only six failures out of 45 papers, presents a truly admirable series of results. The first class in 1899 was strong only in point of numbers; this year only seven candidates enter it, as against ten in 1899, but the work of these is of a very sterling character. Four of the seven papers, gaining 165, 176, 182, and 183 marks respectively, are the work of well-read candidates, who might proceed to the Honours Stage with good prospect of success.

Two candidates entered for the Honours Examination, Part I., and one of these was recommended for a pass. The single candidate in Honours, Part II., failed to pass, despite the excellence of his practical work. It must be borne in mind that acquaintance with the external and chemical characters of minerals forms only a portion of Mineralogy, when the subject is studied as a science.

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HUMAN PHYSIOLOGY (Examiners, Prof. Sir Michael Foster, K.C.B., M.P., M.D., Sec. R.S., and Mr. A. Sheridan Lea, M.A., Sc.D., F.R.S.):—

EVENING EXAMINATION.

The higher standard reached in the work of the Elementary Stage during the preceding two years has not been maintained. There is a considerable falling off in the number of first class papers, and an increase of 3 per cent. in the total number of rejections.

Very many answers were worthless, because the candidates described the valves of the veins as being attached to the walls of the vessels by means of cords or tendons.

Cartilage, which during the last three years was persistently introduced into the structure of the gullet, was this year described by a large number of candidates as the chief constituent of tendon.

The work sent up in the Advanced Stage was extremely satisfactory as a whole, and far better than in any previous year of which we have had any experience. The number of first-class papers increased by 5 per cent., and the total number of rejections showed a further fall of 10 per cent. as compared with last year. The improvement pointed out in the Report for 1899 has, therefore, been progressively maintained.

In Honours Part I., only six candidates presented themselves as against fourteen in 1899. Of these only two sent up written answers of sufficient merit to justify their being subjected to a practical examination. Both these candidates did well in the practical test, and were "passed" on the results of the examination as a whole.

Only one candidate took the questions in Honours Part II. The answers sent in were very insufficient, and the candidate failed to satisfy the Examiners.

DAY EXAMINATIONS.

ELEMENTARY STAGE.

Taken as a whole the results of the examination showed a distinct improvement on those of the last two years. But there was again an, if possible, even more marked difference between the answers sent up from certain presumably badly taught schools, and the others than in former years. The work of these "bad" schools was often insufficient, inasmuch as only four or five questions were attempted, and always full of very gross errors on points of fundamental importance.

ADVANCED STAGE.

The excellent standard attained last year was fully maintained, with even a slight further reduction of 3 per cent. in the total number of rejections.

GENERAL BIOLOGY (Examiner, Prof. L. C. Miall, F.R.S.):—

SECTION I.

EVENING EXAMINATION.

There were only seven candidates, and these of very poor quality. The practical questions were avoided or (as a rule) ill answered.

WHOLE ELEMENTARY STAGE.

The plant supplied for description was Muscatel, and it was hoped that the candidates would remark the difference between the terminal and lateral flowers, but this was hardly ever done. Candidates need to be reminded of two things. (1) Comparison includes points of resemblance as well as points of difference. (2) It is not enough to describe the structures to be compared one after another and leave the examiner to draw his own conclusions.

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ELEMENTARY STAGE.

SECTION I.

DAY CLASSES.

The drawings were in certain cases hasty and inexact, and only in a few instances gave proof that the actual seedlings had been studied.

It was not expected that in order to prove that arterial blood contains more oxygen than venous blood the gases of the blood should be drawn off by an air-pump and chemically examined, nor that fresh-killed animals should be dissected in class. But any teacher can show that venous blood is dark, and arterial blood bright. He can then show that the bright colour means relative abundance of oxygen. Venous blood takes the colour of arterial blood when shaken up with air, and loses it again on standing in a closed tube. It would be beneficial for a teacher to consider to what extent he can illustrate his lessons on the circulation by observations on his own body. More can be done in this way than is generally thought to be possible.

ADVANCED BIOLOGY.

The information given to the classes respecting the transformations of insects is wretched, as I have pointed out in previous years.

Candidates who knew nothing else about the gill-arches of the dog-fish knew the Greek names of every joint. In the same way every one is ready to give a Greek name for every joint of a crayfish's leg. Hardly a single candidate remarked that the large objects which a dog-fish swallows have to pass through the gill-arches, which must therefore be flexible and capable of distention.

BOTANY (Examiners, Prof. S. H. Vines, M.A., F.R.S., and Prof. J. Bretland Farmer, M.A., F.L.S.):—

The specimen given for description was *Iberis amara*, Candytuft, N.O. Cruciferæ. The descriptions were generally good, and the natural order correctly determined; but there were also some extremely bad descriptions. The placentation was often incorrectly described as axile. It is obvious that, in many cases, candidates did not make use of a lens in the examination of the specimen: it is therefore important to call attention to the fact, yet once more, that a lens is an absolutely indispensable part of the equipment of a student of botany, since there are comparatively few flowers the details of which can be properly made out with the naked eye.

A grain of wheat was often described as a *seed*, whereas it is a *fruit*. There was frequently great uncertainty as to the constitution of the embryo. The old mistake, of regarding the cotyledon as a structure distinct from the embryo was often made; and very little knowledge was shown as to the absorbent function of the cotyledon (scutellum). It is disappointing that a simple and familiar question such as this should not have been well answered.

No candidate seems to know that "pollen" is the term applied to the microspores of Phanerogams. The account of the structure of a pollen-grain was generally inadequate. In a good many cases the obsolete and preposterous statement, so often condemned in these reports, that a pollen-grain contains "sulphur and fat" was revived, let us hope for the last time; in others, the contents of the grain were described by the useless term "fovilla."

ADVANCED STAGE.

The specimen given for description was *Saxifraga cæspitosa*, N.O. Saxifragaceæ. The descriptions were, on the whole, fairly good: some very good. There was, however, a frequent failure to recognise the epigynous disc.

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DAY EXAMINATION.

Elementary Stage.

It may be stated generally that there was an unusally large proportion of almost entirely worthless answers, a frequent shortcoming being the introduction of quite irrelevant matter into the answers.

The specimen given for description was *Cerastium tomentosum*, N.O. Caryophyllaceæ. The descriptions were fairly good on the whole, though some were very bad; candidates seemed to trust rather to their memory than to their powers of observation. The order was nearly always correctly determined, but the reasons given were, as usual, often inadequate.

The answers on the nutrition of green plants were, as a whole, most disappointing. In the great majority the importance of light was stated to be either (1) in connection with the formation of chlorophyll, or (2) in connection with the formation of starch; but it may be pointed out that (1) the question presupposes the presence of chlorophyll, that (2) the formation of starch-grains is a process which can go on in darkness, and that (3) no starch at all is formed in many green leaves. Only a few gave the true answer—that light is essential for the assimilation of carbon dioxide, in that it supplies the energy necessary for this chemical process.

It is surprising how few candidates succeeded in giving an intelligible definition of a perennial plant. Very few mentioned four different kinds of perennials, such as trees, shrubs, bulbous and herbaceous plants.

It might be expected that every candidate should have examined and been able to describe so familiar an object as an onion; yet but few succeeded with this question. It was commonly stated that a bulb is a *stem*, whereas, as a matter of fact, it is a kind of *bud*.

Advanced Stage.

The specimen given for description was *Linaria dalmatica*, N.O. Scrophulariaceæ. The descriptions were distinctly good on the whole. Whilst, as a rule, the natural order was correctly determined, in a certain number of cases the plant was referred to the Labiatæ, and the description of the gynæceum was wilfully altered to suit this preconceived notion.

PRINCIPLES OF MINING (Examiner, Prof. W. Galloway, M.E., F.G.S.):—

The results of the examination, considered as a whole, are similar to those of last year. Again we have a number of subjects with which most of the students are familiar, and others of which they are, for the most part, ignorant. Some candidates make excellent use of sketches; others give long verbal descriptions and very poor sketches. The use of sketches ought to be inculcated by the teachers.

It would also be well if the teachers warned the students against wasting their time in making preliminary remarks or in stating their personal opinions. One short example may suffice:—"The endless chain system of haulage is one of the best ways of hauling coal to the pit mouth ready to be sent to the surface. As the name indicates, it is endless, there being no ends." All such remarks are entirely superfluous.

METALLURGY (Examiners, Prof. Sir W. C. Roberts-Austen, K.C.B., F.R.S., and Mr. W. Gowland, Assoc.R.S.M.):—

THEORETICAL.

Elementary Stage.

The candidates in this stage showed evidence of a decided improvement in the teaching. Not a few of the papers were of considerable merit, some were excellent, and the majority were above the standard reached in former years. It is necessary, however, to again call attention to the importance

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of thoroughly training the students of this grade in the principles on which metallurgical processes are based, as in a few schools this still seems to be imperfectly done. In this connection it may be mentioned that an answer showing a clear comprehension of these principles will obtain much higher marks than one in which details of the operations are only given.

The percentage of failures, although slightly lower than last year, is somewhat higher than usual, but this is evidently due to the increased number of candidates sent in for examination without sufficient preparation, as a large proportion of those who failed obtained only from 0 to 10 marks.

There were some remarkable answers, as for example—"The property of dolomite is a carbonate," "dolomite is used in a blast-furnace for the purpose of carburizing the iron so that it can be reduced," "plumbago contains lead and oxygen and is used for crucibles." On the other hand several answers were excellent.

Advanced Stage.

The answers of the candidates in this stage showed a very substantia improvement on those of last year. There were fewer failures and the number of thoroughly worthless papers had considerably diminished. The sketches, however, were, in the majority of cases, decidedly poor in execution, wanting in accuracy, and a fertile source of loss of marks.

In the recognition of specimens it was again evident that at some schools there is still either no collection of common ores and metallurgical materials, or the candidates have had no opportunities of examining or handling them. Mere guesses are still too numerous, thus for example, a piece of white pig iron was called—tin-zinc alloy; copper sulphide; iron pyrites; antimonite; galena; cassiterite. Most of the other specimens were similarly wrongly named.

Yet the candidates seemed to have been more carefully prepared than hitherto, as "elementary" answers were less frequent, and the average standard reached in the papers as a whole was higher than it has been before. Comparatively few of the candidates had any satisfactory knowledge of the order of fusibility of bases when combined with silica, or of the useful classification of silicates according to the ratio of the oxygen in the base to that in the silica.

Honours.—Part I.

The answers to the questions set for Honours—Part I., do not demand any special comment. The questions covered a wide range, but the candidates who presented themselves were not, on the whole, as strong as in many previous years. The deficiencies were not, however, observable in any special direction. Such drawings as were given in illustration of the answers were in most cases not meritorious.

Honours.—Part II.

There were only eight candidates for examination in Paper I., Honours—Part II. Seven selected the metals of Section II., and one those of Section III., of the Syllabus as the chief subjects of their examination. Two candidates in the former section and the single candidate in the latter obtained sufficient marks to qualify them for admission to the Practical Examination. Defective knowledge of the construction and arrangement of modern metallurgical plant and of working drawings, insufficient experience in practical operations, and inability to recognise common ores, were the chief defects brought out in this examination. It was, however, pleasing to find that nearly all the candidates had been fairly well trained. Even those who failed, with one exception, only need a little more preparation and experience to secure a pass, and it is hoped that they will again present themselves for examination.

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PRACTICAL.

Elementary Stage.

There was a slight decrease in the number of candidates and a somewhat larger percentage of failures than in 1899. The practical work done by the majority, however, was fairly good and indicated greater familiarity with the furnace operations than is usual in this stage.

Attention may be drawn to the following unsatisfactory points. The weight of lead given by several candidates as having been obtained from the sample of lead carbonate was exactly, or approximately, the theoretical amount which it would have contained if pure, whereas, very much less was actually present. The copper in the sample of copper scale was occasionally similarly reported. These results could only have been obtained by calculation and not by experiment, a proceeding which cannot be too strongly condemned. In the preparation of alloys, several candidates, for some unaccountable reason or from gross carelessness, disregarded the instructions given in the questions, and prepared alloys in which the metals were in widely different proportions from those prescribed.

Other candidates neglected to follow the instructions given in the note at the end of the examination paper, and reported merely the weights of the products, without stating how they had been obtained.

Advanced Stage.

The percentage of failures was lower than in 1899, and the work of a large proportion of the candidates was more carefully and accurately carried out than in past years.

The extraction of silver from the silver ore was very creditably done by a considerable number of the candidates, but too many, as usual, forfeited marks owing to the buttons of silver not having been cleaned before weighing. In some classes the ore was weighed in grains and the silver in grams, a practice which should be discontinued.

In the extraction of silver from the argentiferous lead ore, the results were less satisfactory, although the ore was an easy one. Several candidates calcined the ore, before fusion with fluxes, a reprehensible proceeding liable to be attended with loss of both silver and lead. The simple operation of preparing "tough" copper from the crude copper was very imperfectly performed by many candidates, although the sample contained only small amounts of iron and sulphur. In most cases this was due to an entire misconception of the principles on which copper refining is based. Thus instead of melting the copper and exposing it to the oxidising action of the air or of a refining flux for the removal of the impurities and subsequently toughening it by means of charcoal and poling, the metal was first melted under charcoal, and the subsequent poling was expected to remove the impurities. With these exceptions the practical work was worthy of commendation.

Honours.—Part I.

The work of this stage was decidedly unsatisfactory. Too many imperfectly taught candidates were sent in for the examination, the result being that the number of failures was greater than at any previous time. There was an increase, however, in the proportion of candidates who obtained "first class" marks. Excellent work carefully reported was done by not a few who obtained exact results.

Honours.—Part II.

Only the three candidates mentioned under Honours. Part II., Paper I., were admitted to this examination, and of these, two failed. The candidate who passed presented a thesis of considerable merit on "The Influence of Aluminium on Cast-iron." The practical work done by him, and his answers in the written paper were exceptionally good and he was awarded full marks.

The other candidates failed owing to their imperfect training and deficient experience in practical work.

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NAVIGATION (Examiner, Mr. H. B. Goodwin, M.A., R.N.):—

In this subject 191 papers were sent in, viz., 114 in the Elementary Stage and 77 in the Advanced Stage.

In the Elementary Stage 34 gained First-class, 46 Second-class, and 34 failed. While the percentage of failures is nearly the same as last year, about 29 per cent., there is a great falling off in the first classes, the percentage having fallen from 50 to 30.

In the Advanced Stage the results show some improvement, 23 gaining First-classes, and 42 Second-classes, with 12 failures.

NAUTICAL ASTRONOMY (Examiner, Mr. H. B. Goodwin, M.A., R.N.):—

In the Elementary Stage 89 papers were sent in with the following results :—First Class, 37 ; Second Class, 38 ; Failures, 14.

In the Advanced Stage the number of papers was somewhat larger than last year, having increased from 24 to 38. The classes gained were as follows :—First Class, 9 ; Second Class, 28 ; Failure, 1.

Elementary Stage.

The practical questions were answered correctly in a large number of cases, the theoretical in comparatively few, very many candidates knowing nothing but a few definitions.

Some of the definitions, given so generally that they were apparently reproduced as taught, were very much wanting in precision, as, for instance, that "the azimuth of a body is the arc of the horizon between the north or south point and the centre of the body," a definition which can only apply to the exceptional case of a body situated in the horizon.

The knowledge, both practical and theoretical, shown in answering questions relating to compass error gave evidence of improvement, and the deviation was generally very accurately found.

Advanced Stage.

This paper was generally very well answered in both Sections, but especially in the Second Section, and some of the best work was shown in a small parcel numbered from 98,691 to 98,693.

In the theoretical portion there continues, however, a marked tendency to describe the steps of a process, rather than to state the formulæ upon which the process is based. The practical illustration of Sumner's method of finding position was very generally avoided, only one or two accurate answers being sent in.

It may perhaps be useful to teachers to mention that in finding error of chronometer several candidates who obtained the correct Greenwich Mean Time from the observed altitude endeavoured to correct the time shown by chronometer by applying the approximate error given for a date three weeks earlier, instead of comparing the actual chronometer time given with the Greenwich Mean Time determined.

HONOURS IN NAVIGATION AND NAUTICAL ASTRONOMY.

In Honours, Part I., five papers were sent in. None were exceptionally good, but only one was altogether a failure.

In Part II. the paper of No. 98,764 was an excellent one. Two others may be classed as good, and there was one failure.

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STEAM (Examiners, Prof. J. Perry, D.Sc., F.R.S., and Mr. W. H. Greenwood, M.Inst.C.E.):—

ELEMENTARY STAGE.

The answers to (1) and (2) show that the sketching still needs to be improved; or rather, candidates need more actual drawing of details of engines; many of them seem to be acquainted only with the outside appearance of things. Candidates appear to think that accurate arithmetical work is of no importance, so long as they can indicate how a problem is to be solved; in future there ought to be more marks given for correct numerical answers. When they refer to latent heat, many candidates seem to think that there is no steam which is at any other than atmospheric pressure. Many important facts known well to quite illiterate practical men, seem to be unknown in science classes. Referring to the answers given to one of the questions the Examiners remark:

"There seems to be but little real knowledge of the most elementary principles of Mechanics."

ADVANCED STAGE.

Many of the errors pointed out in previous reports are repeated again in this year's papers. Some excellent sketches are to be found distributed throughout the worked papers, but generally the papers do not show any improvement in this respect upon those of previous years. The calculation of the mean pressure of the steam in the cylinder, notwithstanding the frequent references in these reports to the unsatisfactory methods usually adopted, do not show any improvement, and thus clearly indicate that in many cases the teaching must be at fault. Many of the candidates have little or no knowledge of elementary algebra, and instances are numerous of the inability of the candidates to use logarithms. Questions upon the total heat of steam continue also to be unsatisfactorily answered, and although the formulæ for Regnault's total heat, for both Centigrade and Fahrenheit scales of temperatures, are supplied, many candidates appear to understand only the one scale, and so proceed to convert the temperatures from the one scale into the other, before applying the formula.

HONOURS.—PART I.

The average candidate is not much above the standard expected in the advanced stage, and this seems to be due mainly to there being no engines in the classes for experimental use, no good models, and no specimens of details to be taken to pieces and sketched and carefully drawn. That students have been through courses of mathematics, mechanics, and physics is evident, since mathematical investigations are more successfully attempted than are the practical solutions which are not directly answered in text books. It is also evident that the scientific knowledge of the candidates is of the sort that cannot be applied easily and readily to practical problems. Problems which are easily solved by every candidate in Elementary Practical Mathematics seem quite beyond the power of these Honours students. It seems to us that one visit of an inspector who knows the necessity for proper apparatus, and how it ought to be used in quantitative experimental work, who knows what may be done in numerical and graphical exercise work, would produce a great reform in many of the classes whose work we have examined. There is abundance of evidence that students are diligent and capable, and that reform is necessary only in methods of teaching.

HONOURS.—PART II.

Reference to the Science Directory will show that candidates are expected to have a very complete theoretical and practical acquaintance with the subject. We do not find this knowledge in any candidate. The average candidate may be said to reach only the highest standard in the advanced or the average standard expected in Honours Part I. Candidates seem merely to

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have read books on this subject and not the best books; they seem to have made few experiments with engines, and they do not seem to have thought things out for themselves.

PHYSIOGRAPHY (Section I. of the Elementary Stage), Examiner, Mr. W. Watson, B.Sc.)

On the whole the papers were a little better answered than in previous years. As before, however, the answers to the chemical questions were much the best, while the answers to the light and heat questions were the worst. The percentage of good papers seems higher in the day papers than in the evening ones.

There seems a marked tendency to teach the students a number of definitions, and not to spend time in explaining what is meant by the quantity defined. This is very clearly indicated in the answers to several of the questions, a correct, though often very brief definition being given, while the answer to the second part of the question, which was set to see if the students really grasped the point, is often very bad, if not absolutely wrong, and in direct contradiction to the definition given in the first part of the answer. The distinction between mass and volume is often unknown.

Q. 4. Why is it that if a weight be allowed to fall from a height on the top of a pile, the pile can be driven into the ground, although the weight simply resting on the top will not drive it in.

In general very badly answered. The answers indicate that in the case of the experiment described in the syllabus the fact that the potential energy of the shot is less when resting on the top of the stretched paper than it is when raised up, and that the work done in lifting the shot is equal to the increase in the potential energy has not been impressed on the students.

Q. 7. Why does a stick, when thrust obliquely into the water, appear bent at the point where it enters the water? Illustrate your answer by a diagram.

In general badly answered, though some schools answered the questions very well, showing that they had been well taught. A very frequent mistake was to say that when a *body* proceeds from a less dense to a more dense medium it is refracted. It might asssist matters if teachers were to shew this experiment in a trough with glass sides, so that by looking through the *side* the student could see that the stick is not bent. Teachers ought also to insist on the fact that the stick is seen by means of rays of light which, starting from the stick, reach the eye, and not *vice versa*.

PHYSIOGRAPHY (Examiner, Professor J. W. Judd, C.B., LL.D. F.R.S.)

The slight improvement in the answers of last year has scarcely been maintained in the Examinations of the present year. There seems to have been a tendency on the part of some teachers to confine their instruction to one portion of the syllabus only; and, as a consequence, we find that candidates who acquit themselves with credit in dealing with the questions of one series, fail altogether when they take up the questions of other series. There is still evidence that the experimental illustrations laid down in the syllabus have not been shown to the pupils, for in many cases there is complete ignorance shown of what occurs when the operations are performed, as well as of the reasons for the observed phenomena. The physical experiments would seem to have been more frequently shown than the chemical ones—for, with regard to the latter, the most complete ignorance is often exhibited.

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EVENING EXAMINATION.

As was the case last year, there were nearly 13,000 papers sent in, the great majority being from ordinary science classes; the proportion of Training College papers in the Evening Examinations was small.

Elementary Stage.

It was in this stage that the most unsatisfactory evidences of want of thoroughness in the teaching was shown.

About one-third of the candidates selected a question as to the determination of the amount of material in solution carried down by a river in a year, and there is evidence in the answers given that but little teaching had been directed to the subject. Most of those who answered the question were aware that the proportion of salts in solution in a sample of the water could be obtained by evaporation and weighing; but very few knew that it would be necessary to take samples at different seasons. While most candidates knew that it would be necessary to know the volume of water flowing down the river in a year, very few of them had any idea how this could be determined. Scarcely any made reference to the sectional area of the river and its rate of flow. There were still some candidates who had not been taught the difference between solution and suspension.

Advanced Stage.

In this stage the answers showed fewer signs of the effects of bad teaching. They were for the most part nearly up to the standard of last year, and in some cases the candidates gave proof of having received excellent teaching.

Honours.

The 47 papers sent in for Honours were exceedingly unsatisfactory—more so, indeed, than has usually been the case. In no instance did a candidate show anything like adequate knowledge of both terrestrial and extra-terrestrial subjects. It is very doubtful whether any useful end is served by the Honours Examination in Physiography—which is now taken as a fundamental subject, and ought therefore to be to a great extent Elementary in its scope. As in previous years, the Honours papers were taken by students who could scarcely have succeeded with the Advanced or even the Elementary questions. Of serious study and preparation for an Honours course in this subject we can find little or no evidence in the papers sent in.

DAY EXAMINATION.

Elementary Stage.

There was a considerable increase in the number of these papers, no less than between four and five thousand being sent in from ordinary science classes in addition to nearly one thousand from Training Colleges. Many of the papers would appear to have come from pupil teachers, who generally obtained good marks; their answers, however, often showed a great want of judgment in not being by any means confined to the subject matter of the questions. In the case of these papers from pupil teachers, the descriptions of the experiments were generally good, and it was evident that the experiments had not only been performed but adequately explained.

Advanced Stage.

Only about eight hundred papers in the Advanced Stage were sent in from Ordinary Science Classes at the day examination.

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PRINCIPLES OF AGRICULTURE (Examiners, Prof. R. Warington M.A., F.R.S., and Prof. W. Fream, B.Sc., LL.D.):—

The numbers of papers worked in the Evening and Day Examinations are now so nearly equal that a general view of the results is best obtained by speaking of them together.

In the Elementary Stage the percentage of passes is practically the same in the Evening and Day Examinations. The papers placed in the First Class are 38 per cent. and in the Second Class 30 per cent. of the whole. The proportion of the First Class is distinctly lower than it was last year, while the proportion of the Second Class is higher. The percentage of failures is lower than last year.

In the Advanced Stage the proportion of passes in the First Class is nearly the same in the Evening and Day Examinations, and amounts on the whole to 10 per cent. This is about the same as in recent years, but is distinctly below last year, when it reached 15 per cent.

In the Honours Stage a fair proportion of the candidates passed the first written examination, but a considerable number of these afterwards failed to satisfy the Examiners in the subsequent Practical Examinations.

EVENING EXAMINATION.

Elementary Stage.

The important question of active and inactive plant-food was not satisfactorily dealt with. It was often stated that the solubility in water determined the active or inactive character of the materials supplying plant-food. This is only a part of the truth. The ease with which food material becomes soluble under the action of plant roots, or of agents belonging to the soil, is the fact which in most cases determines its efficacy. Candidates having no grasp of this fact generally failed when they began to furnish illustrations.

Advanced Stage.

A confusion between nitrogen and nitrates appeared in many of the answers. A soil left in bare fallow gains in nitrates; therefore, says the student, it gains in nitrogen. The fact which should be impressed by teachers is that the proportion of nitrogen in a soil rises and falls with the proportion of organic matter. Anything which tends to increase the organic matter increases the nitrogen, while the destruction of organic matter is quickly followed by a loss of nitrogen, while the fact that ammonia is converted into nitrates in the soil before it acts as food for crops was frequently unmentioned.

Honours.

PRACTICAL AGRICULTURAL CHEMISTRY.

Three candidates for Honours selected Agricultural Chemistry for their practical examination. The examination consisted as usual of three parts. The detection of boric preservatives in milk was given as a qualitative exercise. The determination of ammonia and chlorine in drinking water, and of temporary and permanent hardness, was the quantitative exercise. A *viva voce* examination upon agricultural materials and methods of analysis was also given. None of the candidates succeeded in obtaining pass marks; two of them were unable to identify common agricultural materials, a fact which strikingly shows the importance of practical examinations.

PRACTICAL AGRICULTURAL BOTANY AND ENTOMOLOGY.

The candidates in this section acquitted themselves on the whole satisfactorily. The sample of hay given for botanical analysis and expert opinion was adequately handled. A good knowledge of seeds was shown, and most of the examples of injury due to insect and fungus pests were recognised. Candidates should be prepared to identify all or any of the weeds that commonly occur on or about a farm.

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PRACTICAL AGRICULTURAL HYGIENE.

There was evidence of a creditable knowledge of the scheduled diseases of live stock, and—what is very important—of the means whereby these several diseases are capable of being spread. It was incorrect, however, to include tuberculosis amongst the scheduled diseases of animals. The seats of disease in the horse's leg were properly pointed out in the skeleton. The hygienic management of milk was well understood.

DAY EXAMINATION.

Elementary Stage.

The wrong teaching, so often pointed out, that a wheat crop is one especially rich in nitrogen, is still very apparent, while no teaching had apparently been given on the very important subject of the constituents of manure which are retained by a fertile soil, and those which pass readily away in the drainage waters.

Advanced Stage.

Candidates had frequently no knowledge of the purpose of clay-burning, which is to improve the physical condition of very heavy land. In Irish schools the burning of peat, and the destruction of weeds, generally formed the substance of the answer on this question.

A question dealing with restorative cropping, and the manner in which the fertility of the land is increased by it, afforded many opportunities for the display of mistaken notions—as that turnips, rape, grass, and leguminous crops absorb nitrogen from the air by the leaves; that the nitrifying organisms in the soil assimilate atmospheric nitrogen; that potatoes store up silica in the soil and thus prepare the land for wheat.

The teaching of the part of the Syllabus dealing with the feeding of animals is apparently very indifferent. Very few good answers were given to questions on this subject. It is no answer to say that foods contain flesh-formers and heat-givers, and the flesh-formers produce flesh, and the heat givers generate heat. The relation of the constituents of food to the production of work in the body was hardly ever noticed. In Irish answers the "woody fibre" of food analyses was always spoken of as serving only by its bulk to delay digestion; that more than half of the woody fibre is digested by animals was unknown.

HYGIENE (Examiners, Professor J. Lane Notter, M.A., M.D., and Mr. W. Collingridge, M.A., M.D.):—

Evening Classes.

The numbers who presented themselves for examination in Hygiene this year were quite equal to last year. The results, on the whole, are most satisfactory. In the Elementary Stage the failures were few, and the general standard of the answers was above that of previous years. A great improvement in the teaching was particularly noticeable in the Advanced Stage, where the answers given were far above the average of previous years. The papers were remarkable for the apparent absence of teaching by *rote*, so marked formerly. All through the papers there was distinct evidence of the students taking an intelligent grasp of the subject, and the answers showed that the instruction given was made more interesting to them. This improvement must be attributed to the instruction the teachers themselves now receive at the Training Colleges and which is more or less reflected throughout the schools under the Board.

As in former years, we would once again impress on teachers and students the importance of noting that the examination is in Hygiene and not in Physiology. Too much time is devoted to this latter part of the subject,

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often elaborate sketches are made, which are admirably drawn, and consequently but little time is left for the main part of the subject, thus involving failure by the crude and hasty way in which some of the questions in Hygiene are answered.

In the Advanced Stage there is certainly a marked improvement in the way in which the students express themselves. Their answers show that they are familiar with technical expressions and understand them, and that it is no longer a question of using words without knowing their proper meanings.

DAY EXAMINATION.

In the Elementary Stage 2,029 papers were sent in. Of these 31 per cent. obtained a first class, 53 per cent. a second class, and 15 per cent. failed.

In the Advanced Stage of the Examination 486 papers were received. Of these 21 per cent. obtained a first class, 63 per cent. a second class, and 15 per cent. failed.

The answers to the Physiology questions were of about the same standard as those sent in in previous years. The candidates showed a good knowledge of structure, but were not so well instructed as to function. Their knowledge was histological rather than physiological.

The Elementary papers were, in the main, quite as good as those sent in on previous occasions; and there was less evidence of learning by *rote*. Many papers showed that the students were taught in a practical way so that they understood the subject. In some cases it would have been better if the students had done a good Elementary paper rather than a poor Advanced paper, the answers to which show that the pupil had read one or other of the ordinary text books without understanding what is written therein.

In the Advanced Stage the papers taken as a whole were fair; but it is evident that many candidates attempt this stage when only imperfectly prepared.

As a rule, the work is not quite so good as last year, and the proportion of failure is somewhat larger. This, however, is not general, but is mainly confined to certain groups, among which there is an undoubted tendency towards learning by rote.

EXTRACTS FROM THE REPORTS OF THE EXAMINERS ON THE RESULTS OF THE SCIENCE EXAMINATIONS IN TRAINING COLLEGES, 1900.

PRACTICAL PLANE AND SOLID GEOMETRY (Examiners, Lieut.-Colonel W. D. Conner, R.E., and Mr. A. Hicks):—

EVENING EXAMINATION.

Elementary Stage.

The result of the examination as a whole was very satisfactory; out of the 544 candidates examined four per cent. got 90 or more marks, while there was but one case where less than 20 marks were obtained.

The draughtsmanship was good generally, though there were cases of work slovenly done.

Questions Nos. 12 and 13, involving the projection and section of solids, were far less frequently attempted than were the remaining questions. This was doubtless due to teachers who have very properly determined that their pupils should have a thorough knowledge of the general principles of the projection of points, lines, and planes, before they apply these principles to the projection of solids.

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Plane Geometry.

This section proved more attractive than that of Solid Geometry; it was well done, the pattern-drawing in some cases being particularly good.

Apparently some candidates have but a hazy idea as to what the representative fraction of a scale is, a matter to which attention might be paid.

DAY EXAMINATION.

ELEMENTARY STAGE.

The result of this examination though satisfactory, does not compare favourably with that of the Evening Training Colleges, for the number of passes, first and second, is about 12 per cent. lower, while a smaller percentage obtained very high marks. There is, moreover, a marked difference in the number of those who may be classed as complete failures, and to whom less than 20 marks have been awarded. In the case of the Evening Colleges there was but one such failure, but in the Day Colleges the number rises to nearly 8·4 per cent. of those examined.

The only apparent reason for this is that the standard of the candidates, as a whole, was inferior to that in the Evening Colleges, as the teachers are presumably the same.

The draughtsmanship was hardly as good as that of the Evening Colleges.

More attention has been paid to the principles of the projections of points, lines, and planes, than to the application of these principles, before they have been thoroughly grasped, to the projection of solids, which is as it should be.

Plane Geometry.

The questions in this section have been more frequently answered than those in the other section, and this is perhaps what might be expected from beginners, especially as these questions carried good marks.

MATHEMATICS (Examiners, Rev. John F. Twisden, M.A., Mr. A. R. Wilis, M.A., D.Sc., and Mr. P. T. Wrigley, M.A.):—

SECOND STAGE.

Five examinees sent up papers in this stage: their work was good as far as it went, but the harder parts of the questions were often left unanswered; thus no one obtained more than two-thirds of full marks.

All the questions on teaching were attempted, but the answers to Q. 39 were rather crude.

FOURTH STAGE.

Two papers were sent up; they were little more than poor attempts at this stage.

FIFTH STAGE.

There were sixteen examinees in this stage. Hardly any knowledge of descriptive geometry was shown, but the questions on conics and on the calculus were fairly well answered. Of the questions on teaching, Qs. 14 and 15 were those usually chosen; they were often well answered, and three or four of the answers were distinctly good

THEORETICAL MECHANICS (Examiners, Rev. John F. Twisden, M.A., and Major P. A. MacMahon, R.A., Sc.D., F.R.S.):—

EVENING EXAMINATION.

SOLIDS.

The work sent up by students in training shows signs of assiduous teaching; but the best work does not seem to be as good as the best work sent up in the general examination.

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More instances of good mathematical style are met with in the General Examination than in the case of the Training College Students. This ought not to be the case; an orderly arrangement of work is of great importance to those who aspire to instruct others; fifty per cent. of the errors in work may be put down to bad handwriting and slovenly arrangement.

Most of the remarks in the report on the general examination hold good of the answers to questions in Section I.

FLUIDS.

The answering was not, on the whole, as good as one might expect. Many of the candidates show a good style of work, and are clear, painstaking, and accurate; but, on the other hand, there are too many instances of slovenly, badly-written work. A student in a training college should try to acquire a good mathematical style, as it is of the first importance that he should be able to communicate it to his pupils and should appreciate the advantage of doing so. The remarks above on the examination of the students who are not in training colleges apply in general. Except in a few instances the work was not of a distinctly better kind, although absolute failures were much rarer.

Only one candidate took the advanced stage.

DAY EXAMINATION.

SOLIDS.

The remarks made on the General Examination apply to a considerable extent.

There were, however, few very bad papers, and some really excellent.

The questions of Section 2 were very fairly answered, particularly Questions 33 and 34. A few candidates seemed to think that a few remarks concerning the fact that a body will not rest if a perpendicular from its centre of mass falls outside the base was what was required in Question 33 about stability of equilibrium. These candidates should give more attention to this important subject.

Q. 35 when attempted was seldom fairly done.

FLUIDS.

The Elementary Stage paper was taken by five students, of whom three did very well, and two moderately well.

The Advanced Stage paper was not attempted.

SOUND, LIGHT, AND HEAT (Examiners, Prof. A. W. Rücker M.A., Sec. R.S., Prof. H. L. Callendar, M.A., F.R.S., and Prof. J. J. Thomson, M.A., LL.D., F.R.S.):—

EVENING EXAMINATION.

ELEMENTARY STAGE.

See remarks on the Elementary paper, General Examination

SOUND.

ADVANCED STAGE.

Questions A and C were well done. Most of the answers to B were very confused.

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HEAT.

Advanced Stage.

The style of the work sent up by the Training Colleges was superior to that of the other candidates, but the mistakes made were of a similar character. The answers to Section B too often consisted of a number of examples or illustrations without sufficient connection or explanation. In answer to Question C, a large number of cases were enumerated in which curves were employed as illustrations of phenomena, but the special advantages of graphic methods were seldom stated.

DAY EXAMINATION.

Elementary Stage.

The answers from the Training Colleges were of a higher order than the rest of the papers. But the superiority consisted chiefly in the acquisition of a better style of writing, and a greater facility of expression, rather than in superior intelligence or knowledge of the subject. The mistakes in facts and principles which have been already enumerated were nearly as common in answers from the Training Colleges as in the others.

SOUND.

Advanced Stage.

Section A.

Referring to the answers to Q. 21 the Examiners observe :—

> "Candidates failed to distinguish between a curve which shows the form of the whole string at a given instant, and a curve which shows the displacements of a given point on the string throughout the whole period of motion";

and in their remarks on answers to Q. 22 they say :—

> "Fairly well answered, but the candidates lay too much stress on the analogies which have evidently been used by their teachers in explaining the subject. The greater part of the answers of one College were devoted to elaborate descriptions of shunting trains."

LIGHT.

Advanced Stage.

But few papers and not well done. The answers to questions *A* showed that the candidates did not know how to deal with wave points.

HEAT.

Advanced Stage.

There were four candidates in Advanced Heat from the Training Colleges. The general character of their work differed in no way from the other answers to the Advanced Heat paper, and does not therefore call for any special remark.

MAGNETISM AND ELECTRICITY (Examiners, Prof. A. W. Rücker, M.A., Sec. R. S., Prof. A. W. Reinold, M.A., F.R.S., and Mr. R. E. Baynes, M.A.):—

EVENING EXAMINATION.

There was only a small number of candidates. The work was of the same character as that of the ordinary schools.

Of the answers to the special questions those to Q. 35 were generally good and some very distictly good, showing an appreciation of the general

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difficulties of teaching. The notes for a lecture on electrostatic induction were not very well arranged and generally ignored potential, while the general arrangements described for illustrating the laws of variation of potential along an electric circuit were in general effective though not complete.

DAY EXAMINATION.

The remarks made on the answers to the questions given by candidates from the ordinary schools apply equally to training colleges. The work generally, both elementary and advanced, was of good character. The advanced work was better than that of last year and than that of the evening Examination of this year. In the special questions (35, 36, 37), however, the answers were not as good as those on the general work: they were very inadequate and were couched as a rule in the form of a bald statement and not of a well-ordered logical series of notes for a lecture.

INORGANIC CHEMISTRY (Examiners, Prof. W. A. Tilden, D.Sc., F.R.S., Prof. W. N. Hartley, F.R.S., and Prof. W. R. Dunstan, M.A., F.R.S.).

EVENING EXAMINATION.

Inorganic Chemistry.—Theoretical.

Elementary Stage.

There was evidence of careless or erroneous teaching in various statements, of which the following will serve as examples: air in contact with combustibles "is robbed of its oxygen" or, "that there is no free oxygen left," the proof alleged being that it extinguishes a lighted taper. Some candidates put a number of figures upon their papers but failed to complete their calculations.

Advanced Stage.

The results were not gratifiying, and, except in a few instances, there was a want of adequate knowledge of the subject. This was particulary noticeable in the question in Section II. which are intended to test the aptitude of the students in the application of the principles they have learned to teaching purposes.

Inorganic Chemistry.—Practical.

Elementary Stage.

Very good answers were given in most papers to the three questions on practical work. The practical work itself however was less satisfactory. Several candidates attempted to estimate carbon dioxide in a carbonate by loss of weight on strong ignition as if the method suitable to calcium carbonate was of universal application. Many failed to give satisfactory evidence of an inflammable gas being hydrogen. Descriptions and sketches of crystals were generally very poor.

Advanced Stage.

This work was not satisfactory, the candidates did not, as a rule, understand the principles of volumetric analysis, and as they took too small a volume of the solutions to be tested they consequently used too little of the reagents, usually not more than 5 or 6 c.c., with which volume, when the limit of accuracy in reading a burette when determining the end of a reaction is $\pm 0{\cdot}1$ c.c., it is easy to introduce large errors into the calculations of percentages. Other evidence of the ignorance of the principles was afforded by the very frequent use of the expression: "316 grs. of permanganate is neutralised by 560 of iron."

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DAY EXAMINATIONS.

Elementary Stage.

The answers were not satisfactory. Descriptions of experiments were, as a rule, incomplete, and candidates were too much given to writing set answers. They omitted, for instance, to dry gases, or collected gases over water and assumed that they were dry. The impression is that where the teaching is not at fault the time devoted to the subject is insufficient.

Advanced Stage.

The work of these papers was of a very inferior order, displaying a want of acquaintance with properties of the materials dealt with, and an imperfect knowledge obtained by the reading of text-books. For instance, directions for the preparation of hydriodic acid are given in the following words:—"Drop iodine on to red-hot phosphorus moistened with water." One of the two processes for the production of chlorine on a large scale is to "take a large flask" and "collect the chlorine in a large cylinder."

As a consequence of the deficiencies in an ordinary knowledge of the subject the answers in Section II., which relate to the teaching of Chemistry, were for the most part valueless.

HUMAN PHYSIOLOGY (Examiners, Prof. Sir Michael Foster, K.C.B., M.P., M.D., Sec. R.S., and Mr. A. Sheridan Lea, M.A., D.Sc., F.R.S.):—

EVENING EXAMINATION.

Elementary Stage.

The work sent up by the 54 candidates who answered the elementary questions was, as a whole, extremely good. No candidate failed to pass, and 59 per cent. were placed in the first class.

The only point to which it is necessary to draw the attention of the Teachers in the three Colleges concerned is the not infrequent mistakes in the answers to Question 4.

Q. 4. What is the general nature and structure of a lung? How are the lungs placed in the thorax? Why are the lungs in an uninjured chest full of air, and why do they collapse or fall together when a hole is made through the wall of the thorax?

Many of the candidates explained the "collapse" of the lungs when the horax is punctured as due to a now greater pressure of air on the outside of the lung-wall than on the inside. As a matter of fact puncture of the thorax makes the air pressure *equal* outside and inside the lungs, and the collapse is due to the *elastic recoil of the previously stretched lungs.*

Advanced Stage.

Only one candidate took this stage, and obtained good second class marks.

DAY EXAMINATION.

Elementary Stage.

Taken as a whole, the papers sent up by the candidates were distinctly satisfactory. The total number of rejections was small and there was a large increase, as compared with the record of any previous year, in the number of papers which attained to the standard of a first class.

Among the mistakes made in the answers, two occurred with such general frequency as to necessitate special remark. (I.) A very large number of the candidates stated that valves are at present in the pulmonary veins and venæ cavæ. In many cases the answers contained such a detailed description of a Eustachian valve as to suggest that the candidates have been

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taught to regard this structure as playing a functional part in the adult heart. This "valve" is functionally of importance only in the heart of the embryo. (II.) Mucous membrane was given as a "lining" to almost any of the internal structures of the body, *e.g.*, heart, blood-vessels, brain, kidneys, pancreas, pleura, &c.

ADVANCED STAGE.

SERIES I.

The work sent in was a distinct improvement on that of last year and nearly reached the high standard attained in 1898.

SERIES II.

In the teaching questions the majority failed to show that they would be competent to really "demonstrate" the necessary facts to a class. Most of the answers consisted of a lengthy statement of the facts which must be "explained" to, or of which a knowledge must be "elicited" from the pupils when teaching them this part of the subject. When actual experiments were described they were often unnecessarily elaborate or otherwise unsuitable for ordinary teaching purposes.

BOTANY (Examiners, Prof. S. H. Vines, M.A., F.R.S., and Prof. J. Bretland Farmer, M.A., F.L.S.):—

ADVANCED.

EVENING EXAMINATION.

SERIES I.

The specimen set for description was the same as that set in the advanced stage for ordinary schools. The descriptions were only moderately good, and betrayed lack of exactitude in making observations. Whilst the natural order was in most cases correctly given, the reasons were almost always insufficient, and sometimes irrelevant.

SERIES II.

In one of the questions the candidates were asked what types they would select to illustrate a lesson on the structure of the flower in the Scrophulariaceæ, and what reasons would determine their choice.

This was seldom attempted, and in no case was an at all comprehensible idea of the order given, although it is capable of full illustration by means of common English plants.

On the whole, the answers to the teaching questions betray considerable lack of capacity to present the subjects dealt with in a manner likely to be intelligible, or really instructive to a class.

But too often the main points were obscured by the introduction of quite extraneous matter.

ELEMENTARY.

The questions set were the same as those used in the elementary stage of the examination. The standard reached is much higher than the average attained to by the ordinary elementary candidates, but as the same kind of errors appeared in the papers of the two classes of candidates, what has been said of the elementary stage will also apply in the case of the elementary stage of the Training Colleges.

ADVANCED.

SERIES I.

DAY EXAMINATION.

The specimen was *Linaria dalmatica*, N. O. Scrophulariaceæ. The descriptions were generally good.

The order was commonly correctly determined, though the reasons were very weak in a large number of cases.

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SERIES II.

The answers to the teaching questions were, on the whole, too theoretical in character. It should be understood that these are *practical* questions, and that the actual operations must be described as they occur.

ELEMENTARY STAGE.

Whilst the standard of the answers was undoubtedly high, those questions which involved practical knowledge were those to which the answers were least satisfactory. Good as the results are, there is no doubt that they could be improved upon in the future were the teaching of the candidates made more practical, so as to call out the powers of observation rather than those of memory.

PHYSIOGRAPHY (Examiner, Prof. J. W. Judd, C.B., LL.D., F.R.S.).

EVENING EXAMINATION.

ELEMENTARY STAGE.

The 324 candidates from Training Colleges gave much better answers to the elementary questions than the students from ordinary science classes. Evidence was given in almost all cases of their having witnessed the performance of the experiments laid down in the syllabus.

After the repeated suggestions made to teachers upon the subject of barometrical pressure, it was disappointing to find the same errors occurring again this year. Very few of the candidates realised that the barometer falls as we go upwards, because part of the atmosphere is left below. In the first part of the question the effect of temperature on the mercury in the tube is generally ignored.

ADVANCED STAGE.

The papers sent in show a distinct advance above those of previous years. There is evidence of better teaching, and there is less verbosity and pretentiousness in the answers. But in at least one question there was painful evidence of a want of power of reasoning on a subject which had not been directly taught.

DAY EXAMINATION.

No less than 2,200 papers from Training Colleges were sent in; about 800 being in the Elementary Stage, and 1,400 in the Advanced.

ELEMENTARY STAGE.

It seems doubtful whether the chemical experiments of the syllabus had been performed.

ADVANCED STAGE.

In many cases it would appear that the teaching in this stage is almost entirely confined to the astronomical subjects, the candidates trusting to the knowledge acquired during the teaching of the elementary stage for their answers to questions on terrestrial physics and chemistry.

PRINCIPLES OF AGRICULTURE (Examiners, Prof. R. Warington, M.A., F.R.S., and Prof. W. Fream, B.Sc., LL.D.):—

DAY EXAMINATION

In the Elementary Stage 13 papers were sent in. Of these 10 were awarded First Class, and three Second Class, a result that must be regarded as decidedly satisfactory.

The Advanced papers numbered 12, and the awards were three First Classes and nine Second Classes. The proportion of firsts would have been

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higher but for a lack of directness in some of the answers, of which the candidates themselves were apparently quite conscious. In some cases the answers to the teaching questions were excellent; in others the candidates too soon wandered away from the object supposed to be before them, and thus defeated the purpose which an object lesson is intended to attain.

HYGIENE (Examiners, Prof. J. Lane Notter, M.A., M.D., and Mr. W. Collingridge, M.A., M.D.):—

EVENING EXAMINATION.

In this examination the majority of the candidates did exceedingly well, indeed many of the papers showed a higher standard of answers than last year. It was also evident that they took an intelligent interest in the subject, and understood the principles of the science.

The number of papers sent in were:—Elementary Stage, 312; Advanced Stage, 190.

In the Elementary Stage 73 per cent. obtained First Class, 26 per cent. Second Class, while none failed.

In the Advanced Stage 35 per cent. obtained First Class, 64 per cent. Second Class, and none failed.

The Elementary papers were about the same average as sent in last year; but the subject appears to be better taught. There was little evidence of teaching by rote.

The Advanced papers showed a decidedly higher standard. Many candidates sent in most excellent papers, and it was evident that they were not content with acquiring their knowledge from elementary text books, but had studied larger works on the subject.

The answers to the Honours papers were about the same average as last year.

As regards Elementary Physiology, the answers were decidedly good. This has also been the case in previous years. The candidates showed not only a considerable knowledge of structure, but also of function. Many candidates devote too much time to this part of the subject.

DAY EXAMINATION.

In the Elementary Stage 458 papers were sent in. Of these 65·9 obtained a first-class, and 34·1 per cent. a second class.

The papers, as a rule, were sound and practical, showing good work. The answers to the questions in Physiology were extremely good; but, as usual, in many cases too much time was devoted to answering them, often at the expense of the Hygiene section.

Taking them as a whole, the papers were not so well done as those sent in in May last (Evening Examination). All the answers were more or less on a dead level, which was not the case in the Evening Examination.

ADVANCED STAGE.

For this part of the examination 186 papers were sent in. Of these 34 per cent. obtained a first class, 65 per cent. a second class, and ·6 per cent. failed.

This part of the examination was fairly equal to the average. The answers to the question in Physiology were particularly good, and well illustrated. The Hygiene papers were, in many cases, excellent, and showed that the students took an intelligent interest in the subject.

On the whole, in this part, a distinct advance has been made over former years, and the teaching appears to be more systematic and practical in its character.

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EXTRACTS FROM THE REPORTS OF THE EXAMINERS ON THE RESULTS OF THE ART EXAMINATIONS, 1900.

GEOMETRICAL DRAWING (ART).—*Examiner: Mr. H. W. O. Hagreen.*

I am glad to say that the majority of the papers worked reach, as they did last year, a very satisfactory standard of draughtsmanship. Care and neatness are general, and with greater facility in the use of the T. and set-squares, would lead to still better results.

PERSPECTIVE.—*Examiner: Mr. E. S. Burchett.*

The papers show a higher proportion of good work than hitherto, and the answers to the Theory questions imply an improvement in the teaching of the subject.

FREEHAND DRAWING OF ORNAMENT IN OUTLINE.—*Examiners: Mr. W. J. Donne and Mr. W. Norris, A.R.C.A. (Lond.)*

The work done at the day examinations is on the whole not quite so good as that done at the evening examinations in which the drawings show that good instruction has been given.

MODEL DRAWING.—*Examiners: Mr. Martin A. Buckmaster and Mr. John Parker, R.W.S.*

A large number of drawings were submitted which showed a good knowledge of Perspective. The quality of the work done at the day examinations is a little below that of the evening examinations.

DRAWING IN LIGHT AND SHADE.—*Examiners: Mr. Henry Bayfield and Mr. John Somerscales, A.R.C.A. (Lond.)*

A fair amount of good work has been done in this subject including some drawings of exceptional merit, but the work done at the day examinations is inferior to that of the evening examinations.

DRAWING FROM THE ANTIQUE AND DRAWING THE ANTIQUE FROM MEMORY.—*Examiners: Mr. Seymour Lucas, R.A., and Mr. W. F. Yeames, R.A.*

DRAWING FROM THE ANTIQUE.

The Examiners are very pleased to find throughout the whole of this examination, with the exception of a few examples, a considerable advance, specially so with regard to the rendering of the proportions and action of the figure.

DRAWING THE ANTIQUE FROM MEMORY.

The Examiners are pleased to see the number of exercises in this examination increasing, and also an advance in the merit of many of them.

DRAWING FROM LIFE.—*Examiners: Mr. G. Clausen, A.R.A., and Mr. S. J. Solomon, A.R.A.*

The Examiners consider that the drawings are fully up to the level of those of last year.

ANATOMY.—*Examiners: Professor Arthur Thomson, M.A., M.B., and Professor Robert Howden, M.A., M.B.*

Though the number of papers sent in this year is larger than on previous occasions, we cannot say that the standard attained is as good as that of the last two or three examinations

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PAINTING ORNAMENT.—*Examiner: Mr. Lewis F. Day.*

There is less to say in the Report than there was last year, because the aim of the candidates has been more generally in the desired direction and the instructions have been more carefully observed.

It is satisfactory to be able to say, that there is yearly less and less absolutely incompetent work sent up, less carelessness and slapdash, less wilful departure from the model.

PAINTING FROM STILL LIFE.—*Examiners: Mr. G. D. Leslie, R.A., and Mr. W. F. Yeames, R.A.*

The Examiners are pleased to note a general rise in the standard of excellence in the works submitted to them, though they do not find, perhaps, so many examples of high merit as in some previous years.

HISTORIC ORNAMENT.—*Examiner: Mr. J. H. Pollen, M.A.*

The number of candidates and the quality of work in this examination are well maintained. The number of candidates who have not attempted the full number of questions allowed is small, and there is a large percentage of candidates giving very good answers.

ARCHITECTURE.—*Examiner: Professor T. Roger Smith.*

The number of candidates in this subject in 1900 was 533, compared with 572, the number in the previous year.

It is probable that this decrease took place chiefly in younger students, for the failures and weak papers are certainly fewer in proportion to the total number than usual; fewer, for example, than last year.

ARCHITECTURAL DESIGN.—*Examiner: Professor T. Roger Smith.*

In the subject of Architectural Design there were in 1900, 156 candidates, against 134 in 1899, showing an increase of 22.

The addition must have taken place chiefly from among junior students as there is an unusual proportion of weak designs, although the problem was a simple one.

DESIGN (ELEMENTARY STAGE).—*Examiners: Mr. T. Erat Harrison and Mr. H. Walter Lonsdale.*

There is a slight decrease in the number of Elementary papers submitted this year. The Examiners are glad to note that the standard as a whole is somewhat higher, this improvement being due to the smaller quantity of absolutely bad work presented.

DESIGN (ADVANCED STAGE).—*Examiners: Mr. Walter Crane and Mr. Lewis F. Day.*

Some very excellent designs have been sent in, but the really capable students are in a minority, and there is a large proportion whose work does not by any means come up to an "advanced" standard. Perhaps, however, there are fewer absolutely incapable designs than in years past.

DESIGN (HONOURS).—*Examiners: Mr. John D. Batten and Mr. Walter Crane.*

The average quality of the papers appeared to be about the same as in recent years, with, perhaps, a slight improvement, especially in knowledge of technical requirements,

MODELLING, ELEMENTARY STAGE.—*Examiners: Mr. E. Crompton, Mr. David McGill, and Captain Henry Woolner*, A.R.C.A. (*Lond.*)

The general average of the marks obtained by the candidates in most schools was higher this year than in former years, owing in great measure to the fact that the weak candidates were not presented for examination.

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MODELLING FROM THE ANTIQUE.—*Examiners: Mr. T. Brock, R.A., and Mr. W. Goscombe John, A.R.A.*

Again a large number of exercises have been sent up, but the average quality of the work is very low.

MODELLING FROM LIFE.—*Examiners: Mr. T. Brock, R.A., and Mr. W. Goscombe John, A.R.A.*

The Examiners find the excellent average attained last year in this exercise has not been reached.

MODELLING DESIGN (Advanced Stage).—*Examiners: Mr. David McGill and Mr. Henry A. Pegram.*

The number of works admitted this year is 643, showing an increase of 105 over last year's competition.

The Examiners have pleasure in stating that the increase in numbers is accompanied by a great improvement in the quality of the work, only a very small proportion of the examples being destitute of merit. The general averge is a high one.

MODELLING DESIGN (Honours).—*Examiners: Mr. H. H. Armstead, R.A., and Mr. W. Goscombe John, A.R.A.*

The Examiners very much regret to find that this year's work is very much inferior to that of last year, and that both the designing and the modelling are defective in all feeling for style and architectural structure.

DRAWING WITH CHALK ON THE BLACKBOARD AT TRAINING COLLEGES.—*Examiners: Mr. G. R. Redgrave and Mr. S. J. Cartlidge, A.R.C.A. (Lond.)*

It is gratifying to be again able to report a marked advance in the quality of the work on the blackboard in the Training Colleges. With very few exceptions the object of this exercise is now well understood by the candidates, and its value as an aid to the future teacher is fully realised. The work bore numerous evidences of careful preparation and in many instances the students had acquired much freedom and skill in the use of chalk.

EXTRACTS FROM THE REPORTS OF THE EXAMINERS UPON THE WORKS SUBMITTED FOR NATIONAL COMPETITION OF SCHOOLS OF SCIENCE AND ART AND ART CLASSES, 1900.

MODELLING FROM THE ANTIQUE.—*Examiners: Mr. H. H. Armstead, R.A.; Mr. T. Brock, R.A.; Mr. F. W. Pomeroy.*

Modelling Heads and Busts from the Antique.—The students do not as a rule give careful attention to this form of study, and the work is of a very low average.

Modelling from the Figure in the Round from the Antique.- There is a very good show of work in this subject, but nothing quite reaches the Gold Medal standard.

Modelling in Relief from Figures in the Round.—The Examiners regret a still further falling off in this class of work, which is one that they think should be encouraged.

MODELLING THE HUMAN FIGURE FROM NATURE.—*Examiners: Mr. T. Brock, R.A.; Mr. W. Goscombe John, A.R.A.; Mr. F. W. Pomeroy.*

Modelling Heads in the Round from Life.—Though showing improvement upon the work of last year, the average level in this subject is very low.

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Modelling the Figure in the Round from Nature.—The Examiners are pleased to note that the excellence of the past few years is well maintained.

MODELLED DESIGNS.—*Examiners: Mr. H. H. Armstead, R.A.; Mr. W. Goscombe John, A.R.A.; Mr. F. W. Pomeroy.*

The average of work in this subject is much the same as that of last year.

DRAWING FROM THE ANTIQUE, DETAILS, DRAPERY.—*Examiners: Mr. E. Crofts, R.A.; Mr. Arthur Hacker, A.R.A.; Mr. W. F. Yeames, R.A.*

Drawing the Full Length Figure.—The Examiners are pleased to be able to report a slight improvement in rendering the proportions and actions of the figures, as well as in the manner of execution.

Drapery upon the Antique Figure.—The Examiners are much pleased with the work in this class, and are glad to see that, as a rule, the arrangements of drapery were good, and that more intelligence is shown in the drawings than was the case last year.

DRAWING FROM THE LIVING MODEL.—*Examiners: Mr. Seymour Lucas, R.A.; Sir W. B. Richmond, K.C.B., R.A.; Mr. Solomon J. Solomon, A.R.A.*

Details: Hands and Feet.—There is a great falling off even from the standard of last year, which is very regrettable, as the Examiners consider this class of study to be of high importance, and one which should not be neglected in the curriculum of a School of Art.

Time Studies.—The works for which Silver Medals are awarded are better than the corresponding works of last year, but not sufficiently so to justify the award of a Gold Medal. Although unable to award more prizes, the Examiners are pleased to see that the competition is of a high order, as they consider this class of work to be most valuable.

The Examiners are pleased to report a great improvement in the work in this class submitted from the Royal College of Art, which this year reaches a very high standard.

PAINTING FROM THE LIVING MODEL; AND PAINTING FROM THE CAST IN MONOCHROME. *Examiners: Mr. E. A. Abbey, R.A.; Mr. Seymour Lucas, R.A.; Sir W. B. Richmond, K.C.B., R.A.*

Painting Heads from Life.—The show of work in this subject is worse than it has been for many years. In future, unless the standard reached is much higher, no awards at all will be given.

Painting the Figure from Life.—It is to be regretted that the standard in this class has fallen much below the average; in no case has the appreciation of colour been so good as last year.

The Examiners are glad to see further improvement in the work of this class from the Royal College of Art, and are pleased to be able to award a Gold Medal.

PAINTING FROM FLOWERS, AND STILL LIFE. *Examiners: Mr. George Clausen, A.R.A.; Mr. H. H. La Thangue, A.R.A.; Mr. G. D. Leslie, R.A.*

Painting in Oil Colours—Flowers and Still Life.—A very fair average of work is reached in this subject.

Painting in Water Colours—Flowers and Still Life.—The work in this class is fairly up to the average.

STUDIES OF PLANTS IN PREPARATION FOR DESIGN. *Examiners: Mr. E. F. Brewtnall, R.W.S.; Mr. G. D. Leslie, R.A.; Mr. W. F. Yeames, R.A.*

Studies of Plants in relation to Design.—The general level of work in this subject is satisfactory, but there is nothing of any great excellence.

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HISTORIC ORNAMENT. *Examiners: Mr. T. Erat Harrison; Mr. W. G. Paulson Townsend; Mr. R. H. A. Willis, A.R.C.A. (Lond).*

Studies of Historic Ornament.—Speaking generally, there is this year an improvement in the objects chosen for study and in the arrangement of the studies to show the proper sequence and development in a series at a glance.

BOOK ILLUSTRATIONS; DESIGNS FOR COLOURED PRINTS AND POSTERS; AND FOR BOOK COVERS.—*Examiners: Mr. Walter Crane; Mr. T. Erat Harrison; Mr. J. Bernard Partridge.*

Book Illustrations.—In this subject there is a smaller proportion of poor work than in former years and the general level of the work presented is quite up to that of the last two years.

Designs for Colour Prints.—There is an increase in the number and an improvement in the quality of the works submitted in this class.

Designs for Posters.—The Examiners regret that the increased attention paid to this class of work has led to vulgarity of sentiment, violence of colour and eccentricity of design, the effects of which are evident in other branches of students' designs.

Designs for Book Covers.—The general average of work in this class of design is fairly good.

POTTERY, TILES, MOSAICS, STAINED GLASS, IRONWORK.—*Examiners: Mr. S. J. Cartlidge, A.R.C.A. (Lond.); Mr. Lewis F. Day; Mr. W. De Morgan; Mr. W. R. Lethaby.*

Pottery.—There is not much good work submitted in this subject. The ability of the students was, in some cases, sufficient to have secured awards had they attempted something less ambitious, and more within their power.

Tiles.—The work in this section is in advance of that of last year, and is better than that in the pottery section.

Mosaics.—The designs, of which there are a very small number, are rather better than those of last year, and the Examiners think it is a pity that there are not more students who turn their attention to this class of design.

Stained Glass.—The improvement of last year is well maintained. In some of the smaller sketches the essential qualities of glass seem to be better understood.

Iron Work.—The average quality of the work is above that of recent years, but the Examiners notice a tendency to seek extravagance of form at the expense of appropriateness to material.

CARPETS, STENCIL DESIGNS, LACES, EMBROIDERY AND NEEDLEWORK.—*Examiners: Mr. A. F. Brophy; Mr. Alan S. Cole; Mr. Walter Crane; Mr. Lewis F. Day.*

Carpets.—The designs submitted may be divided into two kinds: on the one hand, there are the workmanlike but rather uninteresting treatments of well worn types, and on the other the rather experimental designs made, apparently, by students insufficiently equipped with technical knowledge.

Stencil Designs.—In the designs submitted there is a very remarkable advance upon the work of last year. There is more variety of design and treatment, and more thorough understanding of what can and should be done with a stencil.

Laces, Crochet, etc.—Although there is no design of great distinction, the general average of the work is distinctly higher than it has been before, and there is less of the absolutely commonplace of which the Examiners have had to complain in previous years. They note several more or less successful attempts to adapt new forms for reproduction in lace.

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Embroidery and Needlework.—The good quality of the work generally, which was noted last year, is well maintained.

METAL WORK AND JEWELLERY; DAMASKS AND PRINTED HANGINGS.—*Examiners: Mr. A. F. Brophy; Mr. Walter Crane; Mr. Lewis F. Day.*

Metal Work.—The high average of ability both in the presenting of the drawings and in the adapting of the design to the material has greatly raised the standard of work in this class of design, and although there is startling originality there is a continuance of good work on old lines.

Jewellery.—The Examiners are glad to see an attempt to put more interest into the designs for jewellery, and to notice a departure from the ordinary ideals.

Damasks.—The average of work is well up to that of last year. There is more variety of motive than formerly and the conditions are on the whole well understood.

Printed Hangings.—The high average of last year is well maintained.

Printed Muslins.—There is a fine show of work in this class. The Examiners are much struck with the refinement of design and the precision of drawing, as well as with the fancy and variety of motive in the designs, which are generally well adapted to their purpose.

WOVEN FABRICS.—*Examiners: Mr. Walter Crane; Mr. Seymour Lucas, R.A.; Sir W. B. Richmond, K.C.B., R.A.*

Woven Fabrics, Hangings, &c.—The work in this class is very remarkable and gives evidence of the progress made in the schools where textile design is carried out in strict association with the actual material and the method of its production.

The Examiners strongly recommend that schools where designs for textile fabrics are made should be provided with looms for the use of the students.

DRAWING FROM MEASUREMENTS.—*Examiners: Mr. J. Belcher, A.R.A.; Mr. T. G. Jackson, R.A.; Mr. J. J. Stevenson.*

There is a decrease in the number of drawings submitted, and the majority are decidedly below the average.

ARCHITECTURAL DESIGN.—*Examiners: Mr. Reginald Blomfield; Mr. G. F. Bodley, A.R.A.; Mr. T. G. Jackson. R.A.*

There is an increase in the number of designs submitted, but the quality of the work is lower than it has been for many years.

MECHANICAL DRAWINGS.—*Examiner: Professor J. Perry, M.E., D.Sc., F.R.S.*

On the whole the Examiner is pleased with the taste, skill, neatness and industry exhibited in the drawings he has examined.

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PART II. OF APPENDIX.

STATISTICAL TABLES.

A.—ELEMENTARY SCHOOLS.

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I. EXPENDITURE FROM EDUCATION GRANTS.

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I.—Expenditure from Grants on Elementary Education (1839-1900).

Table 1.—*Classified according to Object of Grant* (1900).

	For Year ended 31 Dec. 1900.	Compared with Year ended 31 Dec. 1899.	
		Increase.	Decrease.
	£ s. d.	£ s. d.	£ s. d.
1. Annual grants for day and evening scholars. - - { day - - -	5,095,929 12 9	360,956 4 8	—
{ evening - -	195,641 14 2	14,303 10 10	—
2. Fee Grants for Day Scholars - - - -	2,341,812 16 4	31,047 17 2	—
3. Grants for Blind and Deaf Children - -	19,849 4 0	745 18 9	—
4. Grants to School Boards under Act 33 & 34 Vict. c. 75. s. 97 - - - - - -	205,865 14 0	38,531 7 4	—
5. Annual grants to training colleges - -	195,344 16 11	16,867 3 6	—
6. Pensions and gratuities to teachers - -	47,711 1 11	8,820 3 4	—
7. Administration :— £. s. d.			
Office in London - - 32,441 15 2			
Inspection - - - 210,096 13 2	294,206 15 1	548 17 4	—
Contingencies of office - 1,668 6 9			
8. Organisation of districts, &c., under Act 33 & 34 Vict. c. 75. - - - - - - -	749 11 10	79 18 1	—
9. Special Inquiries - - - - - - - -	- - -	- - -	39 4 0
10. Aid Grant - - - - - - - -	576,760 4 9	- - -	221,499 10 1
11. Refund of Cost of Training recovered from Teachers - - - - - - - - -	- - -	- - -	79 8 11
Total - - -	8,973,871 11 9	471,951 1 0	221,618 8 0

Table 2.—*Classified according to Denomination of Recipients* (1839–1900).

	For Year ended 31 Dec. 1900.	Compared with Year ended 31 Dec. 1899.		From 1839 to 31 Dec. 1900.
		Increase.	Decrease.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
On Schools connected with Church of England - - - - - -	3,594,069 4 8	—	53,348 11 9	59,983,863 13 2
On British and other Schools -	510,433 4 11	—	4,435 4 10	14,293,608 18 1
On Wesleyan Schools - - -	233,352 19 2	—	4,155 16 2	
On Roman Catholic Schools - -	464,300 5 2	2,914 6 3	- - -	6,477,813 14 9
On Board Schools - - - - -	3,670,893 16 11	270,266 14 8	- - -	41,706,050 2 1
On Parochial Union Schools - -	- - -	- - -	- - -	80,261 12 4
Other Schools - - - - -	- - -	- - -	- - -	189 14 10
Administration (as in Table 1.) -	294,206 15 1	548 17 4	- - -	*7,437,558 12 1
Organisation of Districts, &c. under Act 33 & 34 Vict. c. 75. -	749 11 10	79 18 1	- - -	89,785 16 3
Grants to School Boards under Act 33 & 34 Vict. c. 75. s. 97. -	205,865 14 0	38,531 7 4	- - -	813,174 0 1
Special Inquiries - - - - -	- - -	- - -	39 4 0	1,126 8 9
Refund of Cost of Training recovered from Teachers -	- - -	- - -	79 8 11	345 5 7
Transferred in 1857 under the head of Scientific Apparatus to the account of the Department of Science and Art, towards the expense of establishing the Educational Division of the South Kensington Museum - - -	- - -	- - -	- - -	1,500 0 0
Payments made from the Vote for Public Education by the Treasury in 1843, 1850, 1853, and 1854	- - -	- - -	- - -	11,604 9 0
Total - - -	8,973,871 11 9	312,891 8 8	62,058 5 8	130,896,882 7 0

* Includes the cost of administration of the grants for Scotland up to 1872-3 and part of the administration of such grants from 1873-4 to 1886.

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TABLE 3.—DAY SCHOOL "ANNUAL GRANTS"* FOR YEAR ENDING 31ST AUGUST, 1900.

DENOMINATIONS.	GRANTS EARNED, SUBJECT TO REDUCTIONS UNDER ARTICLES 82, 92, 100, and 108.							
	On Average Attendance. (Articles 98, 101 (*a-e*) and 101.*)	For Specific Subjects. (Article 101 *f*).	For Cookery, Laundry Work, Dairy Work, Cottage Gardening, and Household Management (Article 101 *g-k*. and *m*.)	For Manual Instruction, (Article 101 *l*).	Pupil-Teachers'. Grants. (Article 102.)	Grants to Schools for small Populations.		Total.
						Article 104.	Article 105.	
Schools connected with *National Society* or *Church of England*	£ 1,851,940 19 11	£ 8,059 6 0	£ 9,306 19 0	£ 3,442 12 9	£ 13,886 10 0	£ 33,910 0 0	£ 36,871 5 0	£ 1,957,417 12 8
Wesleyan Schools	127,421 15 5	1,453 0 6	961 2 0	455 12 0	1,289 0 0	35 0 0	70 0 0	131,685 9 11
Roman Catholic Schools	253,049 14 4	648 2 6	1,654 6 0	238 18 0	1,736 10 0	268 15 0	229 3 4	257,825 9 2
British and other Schools	224,383 9 10	2,023 16 0	1,425 12 0	772 3 0	2,146 0 0	1,500 0 0	1,464 3 4	233,715 4 2
School Board Schools	2,904,386 15 2	28,549 12 6	32,576 16 0	26,081 3 5	28,524 0 0	5,624 3 4	7,482 10 0	2,337,225 0 5
Total	£4,661,182 14 8	£40,733 17 6	£45,924 15 0†	£30,990 9 2	£47,582 0 0	£41,337 18 4	£46,117 1 8	£4,918,868 16 4

† Viz.:—43,001*l*. 12*s*. for Cookery; 2,658*l*. 14*s*. for Laundry Work; 8*l*. 8*s*. for Dairy Work; 256*l*. 12*s*. for Cottage Gardening; and 9*l*. 9*s*. for Household Management.

DENOMINATIONS.	REDUCTIONS OF GRANT.					AMOUNTS PAID.
	Article 82.	Article 92.	Article 100.	Article 108.	Total Reductions.	Total.
Schools connected with *National Society* or *Church of England*	£ s. d. 202 4 5	£ s. d. 9 1 3	£ s. d. 130 18 3	£ s. d. 1,289 7 1	£ s. d. 1,631 11 0	£ s. d. 1,955,786 1 8
Wesleyan Schools	—	—	—	47 10 10	47 10 10	131,637 19 1
Roman Catholic Schools	12 18 8	—	29 17 1	125 16 8	168 12 5	257,656 16 9
British and other Schools	19 1 2	—	—	196 0 6	215 1 8	233,500 2 6
School Board Schools	77 7 6	8 17 10	172 13 4	278 3 6	537 2 2	2,332,687 18 3
Total	£311 11 9	£17 19 1	£333 8 8	£1,936 18 7	£2,599 18 1	£4,911,268 18 3

* The term "Annual Grant" does not include the "Fee Grant" payable under the Elementary Education Act, 1891, or the "Aid Grant" payable under the Voluntary Schools Act, 1897 (Article 76 of the Code).

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Table 4.—Evening School Annual Grants for Year ending 31st August, 1900.

Denominations.	Grants Earned, subject to Reductions under Article 17 *a* & *b*.												Reductions of Grant under Article 17 (*a*) & (*b*).			Amounts Paid.		
	Fixed Grants (Article 13 *a*).			Variable Grants (Article 13 *b*).			Grants for Cookery and Laundry Work (Article 15).			Drawing Grants (Article 15*).			Total.								
	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*
Schools connected with *National Society* or *Church of England*	18,092	9	0	21,151	17	7	176	5	0	1,018	10	0	41,339	1	7	1,585	15	10	39,753	5	9
Wesleyan Schools	1,180	1	0	1,312	18	0	32	16	0	58	19	6	2,534	14	6	116	12	4	2,468	2	2
Roman Catholic Schools	1,823	4	0	2,230	5	0	33	0	0	33	17	3	4,120	6	3	222	19	6	3,897	6	9
British and other Schools	13,666	9	0	14,982	7	5	268	18	0	454	8	0	29,402	2	5	1,025	12	8	28,376	9	9
School Board Schools	64,465	14	6	65,028	9	4	1,663	16	0	1,773	6	0	132,931	5	10	6,102	14	8	126,828	11	2
Total	100,127	17	6	104,705	17	4	2,174	15	0†	3,369	0	9‡	210,877	10	7‡	9,053	15	0	201,323	15	7‡

† Viz., £2,032 3*s.* for Cookery, and £142 12*s.* for Laundry Work. No grants were earned for Dairy Work.

‡ The Drawing Grants are charged to the Science and Art Vote, and are not reckoned as part of the Annual Grants. The total Annual Grants were therefore, £197,954 14*s.* 10*d*

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II. NUMBER OF PUBLIC ELEMENTARY DAY SCHOOLS ON THE ANNUAL GRANT LIST ON THE 31st AUGUST, 1900.

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II.—Number of Public Elementary

Table 5.—General

Denominations.	Number of Schools, *i.e.*, Institutions, under separate Management.	Number of Departments	
		Boys.	Girls.
Schools connected with *National Society* or *Church of England*	11,777	1,740	1,665
Wesleyan Schools	458	29	23
Roman Catholic Schools	1,045	237	226
British and other Schools	1,079	155	127
Total Voluntary Schools	14,359	2,161	2,041
School Board Schools	5,758	1,899	1,871
Grand Total	20,117	4,060	3,912

Denominations.	Number of Scholars				
	Under 3.	3 and under 4.	4 and under 5.	5 and under 6.	6 and under 7.
Schools connected with *National Society* or *Church of England*	1,687	88,145	174,360	239,860	258,131
Wesleyan Schools	150	5,893	11,545	15,572	16,501
Roman Catholic Schools	88	14,694	26,033	34,034	35,331
British and other Schools	147	8,936	18,381	25,228	27,994
Total Voluntary Schools	2,072	117,668	230,319	314,694	337,957
School Board Schools	1,181	88,076	188,423	268,473	293,231
Grand Total	3,253	205,744	418,742	583,167	631,188

* Some of these schools may have been inspected more than once while others may not month fixed for the annual inspection. A few schools may have been open for a few schools inspected during the year ending 31st August, 1900, are given in Tables 8–36

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DAY SCHOOLS on the Annual Grant List on the 31st August, 1900.*

SUMMARY.

in which separate Head Teachers are employed.			Number of Scholars for whom Accommodation is provided.	Actual Average Number of Scholars in Attendance.
Mixed.	Infants.	Total.		
9,459	3,653	16,517	2,802,525	1,885,802
426	235	713	182,800	125,727
800	522	1,785	394,059	255,036
860	398	1,540	331,614	220,032
11,545	4,808	20,555	3,710,998	2,486,597
3,755	3,233	10,758	2,833,094	2,201,049
15,300	8,041	31,313	6,544,092	4,687,646

on the School Registers aged									
7 and under 8.	8 and under 9.	9 and under 10.	10 and under 11.	11 and under 12.	12 and under 13.	13 and under 14.	14 and under 15.	15 and over.	Total.
256,362	250,390	246,296	245,798	234,109	204,797	80,961	17,271	1,983	2,300,150
17,132	17,417	16,866	16,949	16,497	14,570	5,828	1,511	235	156,666
33,738	34,654	34,793	34,073	30,998	26,328	10,252	1,615	138	316,769
28,705	28,986	29,592	29,747	29,368	26,737	11,560	3,401	639	269,421
335,937	331,447	327,547	326,567	310,972	272,432	108,601	23,798	2,995	3,043,006
296,884	292,670	286,989	285,886	275,947	248,525	109,712	22,844	3,828	2,662,669
632,821	624,117	614,536	612,453	586,919	520,957	218,313	46,642	6,823	5,705,675

have been inspected at all, in the course of the year, in consequence of a change in the months only, and not yet been inspected for a grant. The detailed statistics of the

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TABLE 6.—Showing for ADMINISTRATIVE COUNTIES and COUNTY BOROUGHS, the ANNUAL GRANT LIST on the 31st August 1900, the REGISTERS and in AVERAGE

Administrative Counties (excluding London).	Population (1891).	One-Sixth of Population* (1891).	Number of Schools. (Institutions under separate Management.)							
			National or Church of England.	Wesleyan.	Roman Catholic.	British and other Schools.	Total Voluntary Schools.	Board Schools.	Grand Total.	
ENGLAND (excluding Monmouthshire).										
Bedford	160,704	26,784	78	3	1	4	86	71	157	1
Berks	176,109	29,351	189	7	4	12	212	14	226	2
Buckingham	185,284	30,881	176	2	2	11	191	68	259	3
Cambridge	121,961	20,327	113	—	1	12	126	29	155	4
Isle of Ely	63,861	10,643	33	—	—	—	33	36	69	5
Chester	536,644	89,441	293	22	20	47	382	32	414	6
Cornwall (including the Scilly Isles)	322,571	53,762	137	17	2	4	160	179	339	7
Cumberland	266,549	44,425	152	1	14	13	180	106	286	8
Derby	426,768	71,128	227	10	14	31	282	111	393	9
Devon	455,353	75,892	326	5	9	30	370	211	581	10
Dorset	194,517	32,419	233	3	7	9	252	25	277	11
Durham	721,461	120,243	194	15	44	52	305	145	450	12
Essex	579,355	96,559	312	5	14	26	357	180	537	13
Gloucester	384,552	64,092	320	5	5	25	355	72	427	14
Hereford	115,949	19,325	151	—	4	7	162	31	193	15
Hertford	224,550	37,425	183	—	4	15	202	39	241	16
Huntingdon	54,969	9,161	60	1	—	3	64	22	86	17
Kent	785,674	130,946	399	11	19	25	454	112	566	18
Lancaster	1,768,273	294,712	580	98	170	157	1,005	83	1,088	19
Leicester	200,468	33,411	198	5	9	11	223	36	259	20
Lincoln (parts of Holland)	75,522	12,587	42	—	2	2	46	46	92	21
„ „ Kesteven	105,910	17,652	140	4	4	2	150	31	181	22
„ „ Lindsey	199,055	33,176	237	16	5	6	264	55	319	23
Middlesex	560,012	93,335	125	1	19	13	158	91	249	24
Norfolk	317,983	52,997	331	—	4	10	345	156	501	25
Northampton	203,247	33,875	217	3	2	7	229	47	276	26
Soke of Peterborough	35,249	5,875	21	—	1	4	26	4	30	27
Northumberland	319,730	53,288	168	—	21	58	247	61	308	28
Nottingham	231,946	38,658	164	8	5	8	185	60	245	29
Oxford	145,449	24,242	198	2	7	9	216	26	242	30
Rutland	20,659	3,443	35	—	1	—	36	2	38	31
Salop	236,339	39,390	253	5	7	8	273	36	309	32
Somerset	386,866	64,478	373	8	4	21	406	103	509	33

* "It is generally calculated that school seats should be provided for at least one-sixth

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the POPULATION in 1891, the NUMBER of ELEMENTARY DAY SCHOOLS on ACCOMMODATION, and the NUMBER of SCHOLARS on the ATTENDANCE in those SCHOOLS.

	Accommodation.			Number of Scholars on the Registers.			Average Number of Scholars in Attendance.		
	Voluntary Schools.	Board Schools.	Total.	Voluntary Schools.	Board Schools.	Total.	Voluntary Schools.	Board Schools.	Total.
1	20,076	19,750	39,826	15,207	15,807	31,014	13,471	13,504	26,975
2	38,912	2,396	41,308	30,042	1,907	31,949	25,628	1,617	27,245
3	31,363	16,182	47,545	23,880	14,107	37,987	20,063	11,841	31,904
4	23,283	5,316	28,599	18,486	4,355	22,841	15,283	3,567	18,850
5	6,458	7,457	13,915	4,687	6,297	10,984	3,744	5,052	8,796
6	111,481	10,693	122,174	92,651	10,073	102,724	74,832	8,231	83,063
7	29,964	38,552	68,516	23,376	34,066	57,442	18,911	27,011	45,922
8	35,217	30,432	65,649	27,038	26,878	53,916	22,268	22,416	44,684
9	66,806	43,120	109,926	56,870	42,128	98,398	45,280	34,161	79,441
10	59,283	37,933	97,216	45,005	31,668	76,673	37,208	25,552	62,760
11	41,422	4,957	46,379	30,605	4,205	34,810	25,114	3,409	28,523
12	106,585	74,948	181,533	93,976	69,467	163,443	79,115	57,400	136,515
13	65,101	94,477	159,578	52,135	89,060	141,195	43,975	73,602	117,577
14	59,920	16,817	76,737	45,218	14,206	59,424	42,722	11,949	54,171
15	21,064	4,998	26,062	15,620	4,107	19,727	12,465	3,221	15,686
16	40,624	12,248	52,872	32,958	11,220	44,178	27,330	9,408	36,738
17	8,904	4,123	13,027	6,655	2,720	9,375	5,390	2,206	7,596
18	118,440	43,766	162,206	105,340	39,719	145,059	85,705	32,392	118,097
19	367,421	37,370	404,791	289,567	33,784	323,351	229,198	27,031	256,229
20	38,756	9,938	48,694	33,060	9,122	42,182	27,135	7,825	34,960
21	8,288	9,750	18,038	5,848	7,789	13,637	4,862	6,454	11,316
22	21,292	4,640	25,932	15,358	4,096	19,454	12,850	3,351	16,201
23	39,148	8,601	47,749	29,333	7,013	36,346	23,400	5,542	28,942
24	51,356	67,940	119,296	47,617	68,988	116,605	38,430	57,694	96,124
25	45,739	35,041	80,780	35,895	21,787	57,682	27,722	17,964	47,686
26	37,198	17,092	54,290	28,432	15,474	43,906	23,804	12,722	36,526
27	8,316	543	8,859	7,623	312	7,935	6,358	255	6,613
28	51,588	26,246	77,834	41,568	24,205	65,773	33,648	19,963	53,611
29	36,975	22,033	59,008	31,556	21,510	53,066	25,435	17,438	42,873
30	32,492	3,558	36,050	23,720	2,832	26,552	20,115	2,410	22,525
31	4,414	141	4,555	3,239	110	3,349	2,713	90	2,803
32	43,565	10,196	53,761	34,335	8,398	42,733	27,915	6,900	34,815
33	64,434	23,572	88,006	49,089	20,032	70,021	41,298	16,759	58,057

the total population." (Report of the Committee of Council on Education 1896-7.)

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TABLE 6—*continued.*

Administrative Counties (excluding London).	Population (1891)	One Sixth of Population. (1891.)	Number of Schools. (Institutions under separate Management.) National or Church of England.	Wesleyan.	Roman Catholic.	British and other Schools.	Total Voluntary Schools.	Board Schools.	Grand Total.	
Southampton	349,068	58,178	291	2	11	14	318	64	382	1
Isle of Wight	78,672	13,112	40	1	3	2	46	13	59	2
Stafford	818,290	136,382	316	18	42	12	388	153	541	3
Suffolk, East	183,478	30,580	174	1	2	8	185	66	251	4
„ West	120,952	20,159	132	—	1	3	136	37	173	5
Surrey	418,856	69,809	191	3	13	14	221	67	288	6
Sussex, East	240,264	40,044	150	1	6	4	161	40	201	7
„ West	140,619	23,436	127	—	11	3	141	41	182	8
Warwick	307,193	51,199	196	3	25	6	230	54	284	9
Westmorland	66,098	11,016	82	—	1	14	97	21	118	10
Wilts	264,997	44,166	295	—	5	23	323	36	359	11
Worcester	295,661	49,443	194	3	11	14	222	53	275	12
York, East Riding	141,516	23,586	152	8	6	12	178	42	220	13
„ North „	284,837	47,473	243	16	16	31	306	82	388	14
„ West „	1,351,570	225,262	549	43	48	60	700	346	1,046	15
England (excluding Monmouthshire)	15,646,610	2,607,768	9,790	356	626	862	11,634	3,435	15,069	16
WALES AND MONMOUTHSHIRE.										
Anglesey	50,098	8,350	22	—	1	2	25	39	64	17
Brecknock	51,393	8,566	37	—	1	8	46	43	89	18
Cardigan	63,467	10,578	27	—	—	5	32	75	107	19
Carmarthen	130,566	21,761	54	—	2	10	66	102	168	20
Carnarvon	117,233	19,539	57	—	2	6	65	63	128	21
Denbigh	118,843	19,807	70	—	1	2	73	46	119	22
Flint	77,277	12,879	66	—	8	10	84	13	97	23
Glamorgan	467,954	77,992	84	—	14	3	101	224	325	24
Merioneth	49,212	8,202	26	—	—	1	27	50	77	25
Montgomery	58,003	9,667	60	—	—	7	67	28	95	26
Pembroke	88,296	14,716	58	1	—	10	69	58	127	27
Radnor	21,791	3,632	36	—	—	5	41	10	51	28
Monmouth	203,347	33,891	74	1	8	4	87	93	180	29
Wales and Monmouthshire	1,497,480	249,580	671	2	37	78	783	844	1,627	30
England and Wales (Administrative Counties, excluding London)	17,144,090	2,857,348	10,461	358	663	935	12,417	4,279	16,696	31

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	Accommodation.			Number of Scholars on the Registers.			Average Number of Scholars in Attendance.		
	Voluntary Schools.	Board Schools.	Total.	Voluntary Schools.	Board Schools.	Total.	Voluntary Schools.	Board Schools.	Total.
1	54,962	18,366	73,328	45,023	16,669	61,692	37,163	13,370	50,533
2	11,563	4,962	16,525	8,835	4,000	12,835	7,417	3,489	10,906
3	104,190	93,827	198,017	90,728	88,710	179,438	77,220	76,199	153,419
4	29,251	12,852	42,103	24,422	11,066	35,488	20,301	9,140	29,441
5	18,528	7,486	26,014	14,476	6,755	21,231	12,244	5,451	17,695
6	58,561	24,084	82,645	52,052	21,048	73,100	42,119	16,832	58,951
7	33,685	12,348	46,033	27,398	10,672	38,070	22,658	8,830	31,488
8	23,897	8,299	32,196	17,221	7,621	24,842	14,266	6,146	20,412
9	43,130	26,513	69,643	35,249	24,865	60,114	29,168	21,446	50,614
10	15,448	1,878	17,326	10,406	1,361	11,767	8,963	1,143	10,106
11	50,898	7 083	57,986	38,000	13,259	51,259	31,106	11,234	42,340
12	50,900	18,421	69,321	42,118	17,049	59,167	36,201	14,510	50,711
13	26,228	6,671	32,899	19,222	5,460	24,682	15,736	4,269	20,005
14	45,046	24,614	69,660	30,714	20,936	51,650	24,929	17,187	42,116
15	182,369	142,817	325,186	140,888	124,577	265,465	113,960	101,114	215,074
16	2,484,541	1,155,052	3,639,593	1,993,041	1,041,490	3,034,531	1,638,338	859,297	2,497,635
17	4,149	7,090	11,239	3,333	5,533	8,866	2,344	4,029	6,373
18	6,287	7,557	13,844	4,366	6,929	11,295	3,311	5,249	8,560
19	4,910	10,749	15,659	3,033	8,089	11,122	2,295	6,123	8,418
20	11,267	21,646	32,913	8,520	19,259	27,779	6,456	15,213	21,669
21	13,327	14,163	27,490	10,375	11,580	21,955	7,607	8,923	16 530
22	13,854	12,958	26,812	11,018	13,091	24,109	8,207	9,579	17,786
23	17,989	3,906	21,895	12,778	3,156	15,934	9,881	2,348	12,229
24	23,010	104,471	127,481	19,782	101,854	121,636	15,592	80,494	96,086
25	3,427	9,835	13,262	2,100	7,469	9,569	1,556	5,830	7,386
26	8,909	4,418	13,327	6,500	3,210	9,710	4,983	2,496	7,479
27	10,168	9,913	20,081	7,667	9,153	16,820	5,808	6,622	12,430
28	4,280	826	5,106	3,206	596	3,802	2,543	424	2,967
29	14,558	31,982	46,540	12,711	32,273	44,984	9,754	24,932	34,686
30	136,135	239,514	375,649	105,889	222,192	327,581	80,837	172,262	252,599
31	2,620,676	1,394,566	4,015,242	2·098,430	1,263,682	3,362,112	1,718,675	1,031,559	2,750,234

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TABLE 6—*continued.*

London and County Boroughs.	Population (1891).	One-Sixth of Population (1891).	Number of Schools (Institutions under separate Management.)							
			National or Church of England.	Wesleyan.	Roman Catholic.	British and other Schools.	Total Voluntary Schools.	Board Schools.	Grand Total.	
ENGLAND. (excluding Monmouthshire.)										
London	4,232,118	705,353	342	16	101	32	491	484	975	1
Barrow-in-Furness	51,712	8,619	3	—	2	1	6	11	17	2
Bath	51,844	8,641	16	—	2	1	19	4	23	3
Birkenhead	99,857	16,643	14	1	4	4	23	4	27	4
Birmingham	478,113	79,685	38	1	10	2	51	57	108	5
Blackburn	120,064	20,011	25	—	8	11	44	4	48	6
Bolton	115,002	19,167	28	4	7	2	41	13	54	7
Bootle	49,217	8,203	3	—	2	—	5	4	9	8
Bournemouth	37,781	6,297	8	—	2	3	13	—	13	9
Bradford	216,361	36,060	34	—	6	1	41	48	89	10
Brighton	115,873	19,312	15	—	4	—	19	14	33	11
Bristol	221,578	36,930	46	4	5	1	56	40	96	12
Burnley	87,016	14,503	13	2	5	—	20	10	30	13
Bury	57,212	9,535	13	3	4	8	28	—	28	14
Canterbury	23,062	3,844	8	1	1	—	10	1	11	15
Chester	37,105	6,184	13	1	2	4	20	—	20	16
Coventry	52,724	8,787	8	—	2	4	14	10	24	17
Croydon	102,695	17,116	15	—	3	4	22	12	34	18
Derby	94,146	15,691	17	2	2	—	21	8	29	19
Devonport	54,803	9,134	6	—	1	3	10	7	17	20
Dudley	45,740	7,623	7	1	1	2	11	8	19	21
Exeter	37,404	6,234	8	1	1	2	12	6	18	22
Gateshead	85,692	14,282	3	1	3	—	7	19	26	23
Gloucester	39,444	6,574	9	2	1	1	13	5	18	24
Grimsby	51,934	8,656	9	1	1	1	12	8	20	25
Halifax	89,832	14,972	6	—	1	—	7	16	23	26
Hanley	54,946	9,158	3	—	1	—	4	12	16	27
Hastings	52,223	8,704	11	—	1	—	12	12	24	28
Huddersfield	95,420	15,903	21	—	1	—	22	17	39	29
Ipswich	57,360	9,560	6	—	2	1	9	14	23	30
Kingston upon-Hull	200,044	33,341	14	1	6	4	25	37	62	31
Leeds	367,505	61,251	38	—	10	—	48	59	107	32
Leicester	174,624	29,104	22	1	3	1	27	26	53	33
Lincoln	41,491	6,915	15	2	1	1	19	—	19	34
Liverpool	517,980	86,330	65	6	35	6	112	39	151	35
Manchester	505,368	84,228	57	6	25	6	94	55	149	36

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TABLE 6—*continued.*

	Accommodation.			Number of Scholars on the Registers.			Average Number of Scholars in Attendance.		
	Voluntary Schools.	Board Schools.	Total.	Voluntary Schools.	Board Schools.	Total.	Voluntary Schools.	Board Schools.	Total.
1	259,047	545,967	805,014	222,019	535,081	757,100	175,809	441,109	616,918
2	3,215	8,664	11,879	3,312	7,325	10,637	2,712	6,297	9,009
3	6,270	1,210	7,480	5,514	1,413	6,927	4,795	1,174	5,969
4	15,584	2,863	18,447	15,240	3,301	18,541	12,580	2,786	15,356
5	31,783	58,296	90,079	29,020	59,016	88,036	24,519	51,216	75,735
6	27,914	1,690	29,604	23,215	1,309	24,524	18,258	996	19,254
7	23,693	13,420	37,113	18,445	13,082	31,527	14,540	10,056	24,596
8	4,971	4,522	9,493	4,978	4,525	9,503	4,095	4,225	8,320
9	4,661	—	4,661	4,734	—	4,734	3,877	—	3,877
10	22,799	39,327	62,126	15,851	31,362	47,213	12,121	25,134	37,255
11	9,532	11,325	20,857	7,092	11,492	18,584	5,863	9,396	15,459
12	26,708	32,287	58,995	24,928	33,697	58,625	20,373	27,977	48,350
13	11,448	8,659	20,107	9,205	7,843	17,048	6,899	6,252	13,151
14	14,264	—	14,264	9,815	—	9,815	7,716	—	7,716
15	3,073	707	3,780	3,013	673	3,686	2,383	495	2,878
16	8,679	—	8,679	6,917	—	6,917	5,657	—	5,657
17	5,764	6,723	12,487	5,377	6,732	12,109	4,659	5,701	10,360
18	8,210	11,469	19,679	7,455	11,450	18,905	5,976	9,243	15,219
19	12,290	10,311	22,601	10,374	9,784	20,158	8,212	8,115	16,327
20	5,467	6,328	11,795	5,355	6,273	11,628	4,290	5,088	9,378
21	5,105	5,381	10,486	4,812	5,289	10,101	4,136	4,656	8,792
22	4,824	2,324	7,148	4,383	2,190	6,573	3,613	1,709	5,322
23	4,573	16,021	20,594	4,688	16,936	21,624	3,472	13,867	17,339
24	5,116	2,795	7,911	5,065	3,227	8,292	4,077	2,492	6,569
25	5,227	8,100	13,327	4,929	6,555	11,484	4,169	5,762	9,931
26	4,434	12,285	16,719	3,059	11,709	14,768	2,462	9,916	12,378
27	3,312	8,836	12,148	3,057	8,823	11,880	2,763	7,678	10,441
28	5,191	6,233	11,424	4,074	5,590	9,664	3,383	4,614	7,997
29	9,442	11,878	21,320	5,761	8,544	14,305	4 709	7,071	11,780
30	4,510	6,743	11,253	4,783	6,526	11,309	4,203	5,563	9,766
31	13,052	32,083	45,135	12,573	31,766	44,339	10,355	27,685	38,040
32	29,628	60,046	89,674	24,563	53,826	78,389	20,685	46,676	67,301
33	13,509	27,565	41,074	11,085	26,009	37,094	9,477	23,160	32,637
34	7,924	—	7,924	8,506	—	8,506	6,538	—	6,538
35	82,543	41,647	124,190	74,461	44,095	118,556	63,345	37,587	100,933
36	61,109	48,684	109,793	53,202	45,052	98,254	42,081	35,647	77,732

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TABLE 6—*continued.*

London and County Boroughs.	Population (1891).	One-Sixth of Population (1891).	Number of Schools. (Institutions under separate Management.)							
			National or Church of England.	Wesleyan.	Roman Catholic.	British and other Schools.	Total Voluntary Schools.	Board Schools.	Grand Total.	
Middlesbrough	75,532	12,589	3	1	2	—	6	10	16	1
Newcastle-on-Tyne	186,300	31,050	10	1	7	4	22	22	44	2
Northampton	61,012	10,169	8	—	2	—	10	6	16	3
Norwich	100,970	16,828	15	—	1	1	17	18	35	4
Nottingham	213,877	35,646	26	—	7	—	33	39	72	5
Oldham	131,463	21,910	14	5	4	2	25	20	45	6
Oxford	45,742	7,624	20	1	1	—	22	3	25	7
Plymouth	84,248	14,041	11	—	2	1	14	14	28	8
Portsmouth	159,251	26,542	7	—	2	2	11	25	36	9
Preston	107,573	17,929	19	7	7	4	37	—	37	10
Reading	60,054	10,009	11	—	—	1	12	10	22	11
Rochdale	71,401	11,900	9	1	2	—	12	15	27	12
Saint Helens	71,288	11,881	15	3	12	5	35	—	35	13
Salford	198,139	33,023	28	3	10	2	43	17	60	14
Sheffield	324,243	54,041	31	5	7	—	43	41	84	15
Southampton	65,325	10,888	9	—	2	1	12	19	31	16
South Shields	78,391	13,065	4	—	2	1	7	11	18	17
Stockport	70,263	11,710	11	4	3	6	24	—	24	18
Sunderland	131,015	21,836	7	3	5	—	15	14	29	19
Walsall	71,789	11,965	9	2	3	—	14	11	25	20
West Bromwich	59,474	9,912	5	3	1	—	9	10	19	21
West Ham	204,903	34,150	10	—	6	—	16	40	56	22
Wigan	55,013	9,169	10	1	4	2	17	—	17	23
Wolverhampton	82,662	13,777	15	1	5	—	21	7	28	24
Worcester	42,908	7,151	13	—	1	2	16	2	18	25
Yarmouth, Great	49,334	8,222	5	1	1	1	8	7	15	26
York	67,004	11,167	16	1	3	—	20	5	25	27
England (excluding Monmouthshire)	11,584,464	1,930,744	1,300	100	868	141	1,909	1,430	3,339	28
WALES AND MONMOUTHSHIRE.										
Cardiff	128,915	21,486	12	—	7	—	19	17	36	29
Newport (Mon.)	54,707	9,118	—	—	4	1	5	13	18	30
Swansea	90,349	15,058	4	—	3	2	9	19	28	31
Wales and Monmouthshire	273,971	45,662	16	—	14	3	33	49	82	32
England and Wales (London and County Boroughs)	11,858,435	1,976,406	1,316	100	882	144	1,942	1,479	3,421	33

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	Accommodation.			Number of Scholars on the Registers.			Average Number of Scholars in Attendance.		
	Voluntary Schools.	Board Schools.	Total.	Voluntary Schools.	Board Schools.	Total.	Voluntary Schools.	Board Schools.	Total.
1	5,961	10,668	16,629	5,507	11,236	16,743	4,671	9,571	14,242
2	16,728	21,493	38,221	14,688	21,598	36,286	11,708	18,975	30,683
3	4,872	7,638	12,510	4,544	7,660	12,204	3,695	6,490	10,185
4	6,608	15,233	21,841	6,147	14,854	21,001	5,270	12,589	17,859
5	16,669	29,257	45,926	14,648	27,878	42,526	11,899	24,080	35,979
6	13,776	14,346	28,122	10,160	13,908	24,068	8,236	11,099	19,335
7	9,227	989	10,216	7,349	702	8,051	6,319	618	6,937
8	8,310	9,144	17,454	6,864	10,628	17,492	5,326	8,726	14,052
9	5,874	26,697	32,571	4,881	25,716	30,597	4,199	22,011	26,210
10	32,238	—	32,238	21,564	—	21,564	18,197	—	18,197
11	4,943	8,222	13,165	4,976	7,958	12,934	4,218	6,685	10,903
12	7,389	7,976	15,365	5,164	7,264	12,428	4,021	5,863	9,884
13	19,268	—	19,268	18,144	—	18,144	15,109	—	15,109
14	28,391	16,233	44,624	24,267	15,672	39,939	19,853	12,667	32,520
15	26,452	42,072	68,524	22,907	43,244	66,151	19,028	35,878	54,906
16	4,885	11,325	16,210	5,396	11,682	17,078	4,365	9,653	14,018
17	4,585	13,249	17,834	4,660	14,077	18,737	3,718	11,645	15,363
18	15,457	—	15,457	13,804	—	13,804	10,619	—	10,619
19	7,976	17,240	25,216	7,785	19,219	27,004	6,529	16,995	23,524
20	6,154	8,894	15,048	6,694	8,891	15,585	5,439	7,754	13,193
21	5,253	8,179	13,432	5,417	7,441	12,858	4,735	6,587	11,322
22	8,650	50,807	59,457	8,234	44,534	52,768	6,727	38,528	45,255
23	13,307	—	13,307	11,839	—	11,839	9,724	—	9,724
24	12,582	6,284	18,866	11,644	5,830	17,474	9,857	5,146	15,003
25	8,337	918	9,255	7,591	631	8,222	6,483	545	7,028
26	4,256	5,408	9,674	3,930	5,415	9,345	3,488	4,560	8,048
27	10,738	4,940	15,678	8,547	5,082	13,629	6,969	4,311	11,280
28	1,078,767	1,391,601	2,465,368	928,211	1,351,615	2,279,826	755,209	1,130,519	1,885,728
29	8,617	22,122	30,739	8,380	22,961	31,341	6,777	18,857	25,634
30	2,559	10,515	13,074	3,094	10,846	13,940	1,930	8,761	10,691
31	5,379	14,290	19,669	4,891	13,565	18,456	4,006	11,353	15,359
32	16,555	46,927	63,482	16,365	47,372	63,737	12,713	38,971	51,684
33	1,090,822	1,438,528	2,528,850	944,576	1,398,987	2,343,563	767,922	1,169,490	1 937 412

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TABLE 7.—NUMBER OF DAY SCHOLARS COMPARED WITH THE ESTIMATED POPULATION OF SCHOOL AGE.

—	Number of Children aged													Total.
	2 and under 3.	3 and under 4.	4 and under 5.	5 and under 6.	6 and under 7.	7 and under 8.	8 and under 9.	9 and under 10.	10 and under 11.	11 and under 12.	12 and under 13.	13 and under 14.	14 and under 15	
Estimated population at middle of year 1900	759,562	751,785	754,780	753,144	750,123	745,872	740,455	733,921	726,366	717,800	708,153	697,327	685,655	9,524,943
Estimated number of children of the class who usually attend elementary schools.	651,053	644,387	646,954	645,552	642,963	639,319	634,676	629,075	622,600	615,257	606,988	597,709	587,704	8,164,237
The number of these children who are subject to the Elementary Education Acts.*	—	—	—	645,552	642,963	639,319	634,676	629,075	622,600	615,257	606,988	597,709	—	5,634,139
Number of scholars on the registers of annual grant schools, Table No. 5	3,253	205,744	418,742	583,167	631,188	632,821	624,117	614,536	612,453	586,919	520,957	218,313	(14 and over) 53,465	5,705,675
Number of scholars on the registers of inspected schools, Table No. 16 :—														
1. In infant schools and classes	3,137	197,332	398,388	549,733	555,739	259,288	47,958	8,308	1,943	778	781	—	—	2,023,319
2. In schools for older scholars. †	90	7,568	18,730	31,403	73,545	371,396	574,060	604,248	608,792	584,124	518,515	217,267	53,057	3 662,795
Total	3,227	204,900	417,118	581,136	629,284	630,684	622,018	612,556	610,735	584,896	519,296	217,267	53,057	5,686,114

* "A child in this Act means a child between the ages of five and fourteen years" (Section 48 of the Act of 1876).

† "In an infant class in which the average attendances is less than 20, the attendances of the scholars of such class will be reckoned with those of the older scholars" (Art. 98 of the Code).

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III. DETAILED STATISTICS OF INSPECTED SCHOOLS (1899–1900.)

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III.—DETAILED STATISTICS OF
A.—Arranged under Administrative
I.—PUBLIC ELEMENTARY
TABLE 8.—GENERAL

Administrative Counties (excluding London) and London and County Boroughs.	Number of Schools (Institutions.)	Number of Departments. Boys, Girls, or Mixed.	Number of Departments. Infant Schools.	Number of Infant Classes.	Number of Scholars on the Registers on the last day of the School year.	Number of Half-timers throughout the year.	Actual Average Number of Scholars in Attendance throughout the year.	Percentage of Average Attendance throughout the year to Number on Registers on the last day of the school year.	No. of Departments in which Scholars were examined.	No. of Departments paid for. First Class Subjects	No. of Departments paid for. Second Class Subjects.	Class Number were. English.	Class Number were. Welsh.
ENGLAND.													
Counties (excluding London and Monmouthshire)	15,073	16,223	4,709	4,872	3,030,100	37,374	2,487,380	82·0	16,220	16,137	14,499	8,215	—
London and Boroughs	3,332	5,117	2,788	373	2,269,997	31,615	1,878,294	82 7	5,117	5,114	5,090	3,308	—
Total	18,405	21,340	7,497	5,245	5,300,097	88,989	4,365,874	82·3	21,337	21,251	19,589	11,523	—
WALES AND MONMOUTHSHIRE.													
Counties	1,613	1,749	450	421	323,005	44	249,051	77·1	1,743	1,732	1,569	1,375	18
Boroughs	82	125	73	6	63.012	3	51,705	82·0	125	125	125	95	—
Total	1,695	1,874	523	427	386,017	47	300,756	77·9	1,873	1,857	1,694	1,470	18
Grand Total	20,100	23,214	8,020	5,672	5,686,114	89,036	4,666,130	82·06	23,210	23,108	21,283	12,993	18

Administrative Counties (excluding London) and London and County Boroughs.	Number of Teachers. Certificated and Provisionally Certificated Teachers.	Number of Teachers. Assistant and Provisional Assistant Teachers.	Number of Teachers. Pupil Teachers.	Number of Teachers. Probationers.	Number of Teachers. Additional Teachers (Article 68).	No. of Pupil Teachers for whom Grants have been paid for. Good Examination.	No. of Pupil Teachers for whom Grants have been paid for. Fair Examination.	Number of Schools in small Places paid Grants of. 10l. (Article 104.)	Number of Schools in small Places paid Grants of. 15l. (Article 104.)	Number of Schools paid Special Grants of 10l. (Article 105.)	Number of Schools which have. Savings Banks.	Number of Schools which have. School Libraries.	Average Cost of Maintenance per Scholar (Voluntary and Board Schools).† £. s. d.
ENGLAND.													
Counties (excluding London and Monmouthshire)	31,247	18,709	14,994	1,944	12,797	2,816	6,110	1,578	1,422	4,241	5,063	5,749	2 7 8
London and Boroughs	29,000	11,185	11,555	437	3,326	4,800	4,044	1	1	5	1,787	1,821	2 17 3
Total	60,247	29,894	26,549	2,381	16,123	7,616	10,154	1,579	1,423	4,246	6,850	7,570	2 11 9
WALES AND MONMOUTHSHIRE.													
Counties	3,116	2,093	2,500	182	1,234	436	832	218	136	467	267	497	2 8 8
Boroughs	675	449	344	2	155	113	147	—	—	—	16	47	2 10 3
Total	3,791	2,542	2,844	184	1,389	549	979	218	136	467	283	544	2 8 11
Grand Total	64,038	32,436	29,393	2,565	17,512	8,165	11,133	1,797	1,559	4,712	7,133	8,114	2 11 7

Administrative Counties (excluding London) and London and County Boroughs.	The number of Children (in Schools for older Scholars) in BOYS. Below St. I.	Standards I.	II.	III.	IV.	V.	VI.	VII.	Ex. St. VII.	Total.
ENGLAND.										
Counties (excluding London and Monmouthshire)	63,100	197,147	198,265	184,748	160,581	113,107	53,934	15,614	971	987,467
London and Boroughs	19,222	132,681	146,409	134,210	118,281	92,593	57,287	21,208	2,861	724,752
Total	82,322	329,828	344,674	318,958	278,862	205,700	111,221	36,822	3,832	1,712,219
WALES AND MONMOUTHSHIRE.										
Counties	10,030	20,751	20,121	18,634	16,299	12,386	6,092	2,089	193	106,595
Boroughs	774	4,023	3,964	3,605	3,238	2,454	1,587	623	131	20,399
Total	10,804	24,774	24,085	22,239	19,537	14,840	7,679	2,712	324	126,994
Grand Total	93,126	354,602	368,759	341,197	298,399	220,540	118,900	39,534	4,156	1,839,213

* Domestic Economy is also taken as a specific subject (see Table 27). † Calculated on Returns for complete are not included in the above numbers § See footnote to Table

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INSPECTED SCHOOLS, 1899-1900.
Counties and County Boroughs.
DAY SCHOOLS.
SUMMARY.

Subjects of Departments in which Scholars examined in						Specific Subjects.							No. of Schools the Scholars in which were taught			
Geography.	Elementary Science.	History.	Suitable Occupations.	Domestic Economy (girls only).*	Needlework (girls only).	Number of Departments in which they were taught.	Number of Scholars qualified for Grant.	Cookery.—No. of Girls for whom Grants were paid.	Laundry Work.—No. of Girls for whom Grants were paid.	Dairy Work.—No. of Girls for whom Grants were paid.	Cottage Gardening.—No. of Boys for whom Grants were paid.	Manual Instruction.—No. of Boys for whom Grants were paid.	Drawing (Older Scholars).	Science.	Physical Exercises.	Military Drill (Boys).
12,934	14,050	4,373	69	545	4,941	1,206	91,609	66,450	3,104	4	1,430	10,933	13,994	630	6,764	1,832
4,107	4,535	1,172	49	418	1,144	2,174	218,784	135,797	23,182	—	32	77,269	3,023	540	2,085	782
17,041	18,585	5,545	118	963	6,085	3,380	310,393	202,247	26,286	4	1,462	88,202	17,017	1,170	8,849	2,634
1,469	1,320	270	3	17	305	231	12,457	8,295	124	13	69	853	1,532	43	768	184
122	93	23	–	1	6	72	7,965	4,863	215	—	14	660	73	16	58	20
1,591	1,413	293	3	18	311	303	20,422	13,158	339	13	83	1513	1,605	59	826	204
18,632	19,998	5,838	121	981	6,396	3,683	330,815	215,405	26,625	17	1,545	89,715	18,622	1 229	9,675	2,838

Income for Maintenance per Scholar † (in actual average attendance) from				Expenditure for Maintenance per Scholar † (in actual average attendance).				Average Rate of Annual Grant § earned per Scholar (in average attendance for payment), under Articles 98-105.	
School Pence, Books, etc.		Voluntary Contributions.	Rates.	For Salaries.		Total.			
Voluntary Schools.	Board Schools.	Voluntary Schools.	Board Schools.	Voluntary Schools.	Board Schools.	Voluntary Schools.	Board Schools.	Voluntary Schools.	Board Schools.
s. d.	s. d.	s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1 1	0 2	6 11	0 19 4	1 15 3	1 19 2	2 6 3	2 10 6	1 0 7	1 0 7
2 10	0 7	5 2	1 11 3	1 15 0	2 10 7	2 6 11	3 4 3	1 0 7	1 1 9
1 8	0 5	6 5	1 6 1	1 15 2	2 5 8	2 6 5	2 18 4	1 0 7	1 1 8
0 2	0 1	7 6	0 19 8	1 15 2	2 0 5	2 5 0	2 10 6	1 0 11	1 0 9
0 10	0 8	3 4	1 0 4	1 11 8	2 2 7	2 2 6	2 13 0	1 0 1	1 2 2
0 3	0 2	6 11	0 19 9	1 14 8	2 0 9	2 4 8	2 10 11	1 0 9	1 1 1
1 7	0 5	6 5	1 5 6	1 15 2	2 5 2	2 6 5	2 17 8	1 0 7	1 1 8

the different STANDARDS on the last day of the School Year of each School.

School Fees.

GIRLS.

All Scholars on the Registers (including Infant Schools and Classes).

Below St. I.	Standards. I.	II.	III.	IV.	V.	VI.	VII.	Ex. Stand. VII.	Total.	Free.	Paying.
57,618	184,498	194,693	182,399	162,211	114,636	55,283	17,049	1,136	969,523	2,735,619	294,481
16,907	130,603	148,609	136,546	120,785	90,696	53,151	20,830	3,129	721,256	1,920,545	349,452
74,525	315,101	343,302	318,945	282,996	205,332	108,434	37,879	4,265	1,690,779	4,656,164	643,933
9,377	19,847	19,932	18,358	16,036	12,206	6,447	2,565	224	104,942	320,597	2,408
832	4,000	3,788	3,607	3,120	2,454	1,374	628	101	19,904	60,032	2,980
10,209	23,847	23,720	21,915	19,156	14,660	7,821	3,193	325	124,846	380,629	5,388
84,734	338,948	367,022	340,860	302,152	219,992	116,255	41,072	4,590	1,815,625‡	5,036,793	649,321

year only. ‡ 3,865 Boys and 4,092 Girls were instructed in 149 Schools taking schemes in Schedule S. of the Code and

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TABLE 9.—NUMBER of SCHOOLS, NUMBER of SCHOLARS, AVERAGE

Administrative Counties (excluding London).	Number of				Number of Scholars on the Registers on the last day of the school year.	Number of Half Timers, throughout the year.	Actual Average Number of Scholars in Attendance throughout the year.	Percentage of Average Attendance throughout the year to Number on Registers on the last day of the school year.	No. of Departments in which Scholars were examined.	Class			
	Schools (Institutions.)	Departments. Boys, Girls, or Mixed.	Departments. Infant Schools.	Infant Classes.						No. of Departments paid for First Class Subjects.	No. of Departments paid for Second Class Subjects.	No. of Departments. English.	No. of Departments. Welsh.	
ENGLAND (excluding Monmouthshire).														
Bedford	155	169	53	70	30,241	6	26,363	87·2	169	163	164	91	—	1
Berks	225	230	63	94	31,888	—	27,189	85·3	230	228	201	110	—	2
Buckingham	258	274	68	102	37,875	91	31,828	84·0	274	269	238	95	—	3
Cambridge	153	161	37	54	22,761	83	18,784	82·6	161	160	105	83	—	4
Isle of Ely	68	72	21	16	10,939	78	8,757	80·1	72	72	53	48	—	5
Chester	418	437	178	130	101,784	3,965	82,265	80·8	437	434	426	372	—	6
Cornwall (including the Scilly Isles)	338	374	77	122	57,363	—	45,863	80·0	373	373	357	248	—	7
Cumberland	286	305	78	56	53,832	2	44,617	82·9	305	304	298	181	—	8
Derby	393	432	165	144	98,398	1,564	79,441	80·7	432	432	425	269	—	9
Devon	580	620	115	177	76,607	181	62,700	81·8	620	616	570	334	—	10
Dorset	276	296	44	93	34,648	120	28,384	81·9	296	294	205	103	—	11
Durham	450	504	243	125	165,748	—	136,193	82·2	504	504	485	409	—	12
Essex	535	598	170	190	137,584	27	114,980	83·6	598	598	566	232	—	13
Gloucester	430	447	91	138	59,588	31	49,295	82·7	447	445	391	241	—	14
Hereford	193	196	15	51	19,727	—	15,686	79·5	196	195	167	83	—	15
Hertford	241	259	97	86	44,149	43	36,713	83·2	259	254	240	129	—	16
Huntingdon	86	91	17	21	9,375	17	7,596	81·0	91	86	73	28	—	17
Kent	567	681	238	206	144,904	128	117,979	81·4	681	677	601	285	—	18
Lancaster	1,090	1,130	539	376	322,916	31,973	256,014	79·3	1,130	1,124	1,062	645	—	19
Leicester	260	264	66	78	42,306	786	35,063	82·9	264	264	257	131	—	20
Lincoln—Parts of Holland	91	91	19	40	13,553	53	11,256	83·0	91	89	78	23	—	21
„ „ Kesteven	181	180	24	70	19,454	42	16,201	83·3	180	178	153	81	—	22
„ „ Lindsey	320	332	39	91	36,416	22	29,003	79·6	332	330	246	205	—	23
Middlesex	245	313	152	44	115,515	77	95,277	82·5	313	313	302	208	—	24
Norfolk	502	525	61	220	57,841	13	47,806	82·7	525	522	468	291	—	25
Northampton	276	276	74	100	43,722	1,116	36,347	83·1	276	275	240	90	—	26
Soke of Peterborough	30	34	9	13	7,935	18	6,613	83·3	34	34	30	7	—	27
Northumberland	310	327	80	63	66,170	—	53,937	81·5	327	327	301	212	—	28
Nottingham	246	259	90	63	53,125	201	42,928	80·8	259	253	218	167	—	29
Oxford	243	255	51	78	27,022	2	22,955	84·9	255	252	199	79	—	30
Rutland		39	3	12	3,349	16	2,803	83·7	39	39	36	18	—	31
Salop	309	338	57	98	42,733	29	34,815	81·5	38	338	288	198	—	32
Somerset	509	537	99	190	70,078	312	58,098	82·9	537	537	411	245	—	33

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ATTENDANCE, and some of the SUBJECTS of INSTRUCTION.

	Subjects.						Specific Subjects.							No. of Schools the Scholars in which were taught			
	ments in which Scholars were examined in																
	Geography.	Elementary Science.	History.	Suitable Occupations.	Domestic Economy * (Girls only).	Needlework (Girls only).	Number of Departments in which they were taught	Number of Scholars qualified for Grant.	Cookery.—No. of Girls for whom Grants were paid.	Laundry Work.—No. of Girls for whom Grants were paid.	Dairy Work.—No. of Girls for whom Grants were paid.	Cottage Gardening.—No. of Boys for whom Grants were paid.	Manual Instruction.—No. of Boys for whom Grants were paid.	Drawing (Older Scholars).	Science.	Physical Exercises.	Military Drill (Boys).
1	130	132	41	1	4	67	11	1,132	1,053	—	—	—	298	143	8	52	13
2	195	222	56	—	5	27	13	862	243	—	—	—	20	207	15	93	19
3	282	268	79	1	7	114	6	332	492	—	—	—	—	238	8	94	23
4	106	156	46	2	3	24	12	922	239	—	—	—	59	144	3	55	6
5	44	59	13	—	2	16	2	81	49	39	—	—	78	60	1	27	6
6	338	409	53	3	5	163	72	5,135	1,946	72	—	131	134	378	26	206	66
7	324	337	60	1	8	99	42	2,396	483	—	—	—	—	319	15	176	43
8	259	272	63	—	22	92	21	1,634	1,792	—	—	—	66	267	15	112	33
9	314	425	129	3	10	228	40	2,360	2,037	114	—	14	190	361	34	170	46
10	488	536	136	2	23	249	13	561	339	—	—	—	65	532	9	230	53
11	239	261	92	2	3	60	5	275	112	—	—	—	19	268	8	113	19
12	389	491	68	3	12	189	89	7,567	8,490	1,066	—	54	1,097	415	24	253	98
13	518	541	169	6	27	160	96	10,130	3,608	40	4	22	433	493	36	253	74
14	298	352	146	1	15	158	21	1,618	1,190	—	—	114	461	395	8	174	49
15	156	188	81	1	1	51	7	256	6	—	—	—	—	181	6	87	19
16	180	238	71	1	16	105	7	494	1,321	—	—	15	130	200	4	86	23
17	68	70	20	—	5	41	1	21	—	—	—	—	—	84	2	24	6
18	514	570	202	4	42	219	53	4,393	2,789	26	—	14	528	511	20	241	91
19	989	994	368	5	25	146	103	8,668	7,734	185	—	45	695	1,025	71	574	170
20	206	246	63	—	4	157	9	481	987	171	—	—	—	245	3	133	21
21	81	4	1	—	7	58	4	263	392	—	—	—	—	80	1	41	9
22	141	96	15	1	5	91	5	287	300	—	—	—	23	162	5	80	17
23	260	150	49	—	5	57	13	534	401	—	—	11	41	313	8	137	21
24	254	291	57	1	20	66	86	8,890	4,126	380	—	127	1,955	191	15	134	57
25	394	406	125	3	3	191	10	688	335	13	—	33	17	493	5	241	48
26	242	236	60	3	2	127	8	646	966	—	—	5	67	258	12	115	12
27	30	2	5	—	3	23	3	180	186	—	—	—	—	28	2	11	4
28	277	317	72	1	3	43	30	1,853	1,869	24	—	—	—	301	22	167	56
29	176	241	69	1	7	111	26	1,569	1,239	202	—	—	—	225	8	91	17
30	213	246	65	1	7	34	7	321	290	—	—	—	56	234	17	96	20
31	22	34	13	—	—	25	—	—	—	—	—	—	—	38	—	16	3
32	264	315	95	2	9	68	10	454	147	—	—	—	—	291	5	128	26
33	457	335	140	2	19	77	11	704	330	58	—	—	40	486	14	204	48

* See Footnote * to Table 8.

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TABLE 9—*continued.*

Administrative Counties (excluding London).	Number of				Number of Scholars on the Registers on the last day of the school year.	Number of Half Timers throughout the year.	Actual Average Number of Scholars in Attendance throughout the year.	Percentage of Average Attendance throughout the year to Number on Registers on the last day of the school year.	No. of Departments in which Scholars were examined.	Class			
	Schools (Institutions).	Departments.		Infant Classes.						No. of Departments paid for		No. of Departments	
		Boys, Girls, or Mixed.	Infant Schools.							First Class Subjects.	Second Class Subjects.	English.	Welsh.
Southampton	378	398	97	149	61,216	—	50,119	81·9	398	397	330	55	—
Isle of Wight	58	75	24	18	12,710	—	10,804	85·0	75	75	75	6	—
Stafford	542	629	278	144	179,354	718	153,347	85·5	629	628	614	422	—
Suffolk, East	252	270	33	121	35,488	—	29,441	83·0	270	270	172	51	—
„ West	173	181	26	52	21,231	26	17,695	83·3	181	181	127	102	—
Surrey	287	332	149	89	73,078	65	58,932	80·6	332	331	317	116	—
Sussex, East	202	225	63	87	38,099	47	31,516	82·7	225	224	217	61	—
„ West	180	184	40	67	24,640	2	20,233	82·1	184	183	163	56	—
Warwick	284	318	89	72	60,114	70	50,614	84·2	318	317	284	155	—
Westmorland	117	122	11	23	11,752	81	10,094	85·9	122	122	108	62	—
Wilts	361	380	77	129	51,324	8	42,407	82·6	380	374	308	155	—
Worcester	275	309	108	84	59,167	305	50,711	85.7	309	309	295	162	—
York, East Riding	221	233	31	60	24,682	82	20,005	81·1	232	232	203	107	—
„ North „	389	412	62	79	51,683	6	42,139	81·5	411	408	368	215	—
„ West „	1,052	1,109	488	287	266,016	14,968	215,274	80·9	1,109	1,107	1,064	549	—
England (excluding Monmouthshire)	15,078	16,228	4,709	4,872	3,080,100	57,374	2,487,080	82·1	16,220	16,137	14,499	8,215	—
WALES AND MONMOUTHSHIRE:													
Anglesey	64	67	8	22	8,866	—	6,373	71 9	67	67	48	56	—
Brecknock	89	92	16	18	11,295	—	8,560	75·8	92	92	84	71	1
Cardigan	107	109	6	23	11,122	—	8,418	75·7	109	109	101	106	2
Carmarthen	166	176	31	46	27,709	—	21,613	78·0	176	172	160	166	5
Carnarvon	127	137	31	43	21,887	44	16,478	75·3	137	136	118	121	—
Denbigh	121	134	32	36	24,162	—	17,820	73·8	134	133	114	74	—
Flint	98	104	24	43	16,207	—	12,408	76·6	104	104	90	46	—
Glamorgan	312	370	184	75	116,901	—	92,443	79·1	370	370	350	321	6
Merioneth	77	81	11	24	9,569	—	7,386	77·2	81	78	71	73	—
Montgomery	93	96	9	14	9,657	—	7,436	77·0	96	95	73	57	2
Pembroke	127	135	19	29	16,820	—	12,430	73·9	135	135	126	122	—
Radnor	52	53	3	8	3,838	—	2,992	78·0	53	50	44	32	—
Monmouth	180	195	76	40	44,972	—	34,694	77·2	194	191	190	130	2
Wales and Monmouthshire	1,613	1,749	450	421	323,006	44	249,051	77·1	1,748	1,732	1,569	1,375	18
England & Wales (Administrative Counties, excluding London)	16,686	17,972	5,159	5,293	3,358,105	57,418	2,736,131	81·6	17,968	17,869	16,068	9,590	18

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	Subjects.						Specific Subjects.							Number of Schools the Scholars in which were taught			
	ments in which Scholars were examined in																
	Geography.	Elementary Science.	History.	Suitable Occupations.	Domestic Economy. (Girls only).*	Needlework. (Girls only).	Number of Departments in which they were taught.	Number of Scholars qualified for Grant.	Cookery.—No. of Girls for whom Grants were paid.	Laundry Work.—No. of Girls for whom Grants were paid.	Dairy Work.—No. of Girls for whom grants were paid.	Cottage Gardening.—No. of Boys for whom Grants were paid.	Manual Instruction.—No. of Boys for whom Grants were paid.	Drawing (Older Scholars).	Sciences.	Physical Exercises.	Military Drill (Boys).
1	326	292	203	4	20	122	8	435	771	—	—	183	93	345	13	170	50
2	74	10	49	—	11	—	10	472	669	—	—	147	51	54	3	26	20
3	445	585	135	5	33	304	90	7,130	5,746	418	—	59	1,036	499	27	233	88
4	155	265	156	—	8	87	2	148	368	—	—	11	—	247	5	105	14
5	102	172	53	1	5	48	7	405	197	—	—	—	74	163	5	72	18
6	269	293	122	—	29	100	36	2,371	494	71	—	85	70	249	21	127	52
7	203	196	100	2	16	77	11	886	838	36	—	15	189	192	10	92	27
8	150	128	71	1	6	64	7	271	167	—	—	23	12	164	5	79	17
9	225	303	68	1	14	151	32	2,885	2,522	7	—	45	733	259	6	129	38
10	89	108	20	—	3	58	4	291	299	—	—	14	294	110	1	45	9
11	306	321	157	2	10	61	25	2,179	729	—	—	18	44	336	9	130	38
12	286	294	104	—	15	24	9	555	1,083	—	—	61	30	260	9	128	54
13	186	171	25	—	2	122	3	238	—	—	—	—	—	216	2	93	15
14	328	405	73	—	6	163	17	1,433	1,586	—	—	152	115	370	7	198	40
15	1,002	1,067	315	2	38	224	109	6,203	5,490	182	—	32	1,720	964	77	505	156
16	12,934	14,050	4,378	69	545	4,941	1,206	91,809	66,450	3,104	4	1,430	10,938	13,994	680	6,764	1,852
17	51	42	5	—	—	5	5	171	8	—	—	—	—	62	1	41	6
18	69	86	21	—	—	35	—	—	—	—	—	—	—	88	1	39	10
19	97	69	7	—	—	13	12	397	99	—	—	—	—	105	1	61	5
20	158	162	7	—	—	28	34	2,139	657	—	—	—	241	164	7	68	21
21	108	95	75	—	1	13	15	581	940	38	—	—	54	121	3	78	18
22	111	108	43	—	3	24	22	1,260	62	—	—	—	32	113	3	53	19
23	80	95	49	1	2	18	12	450	41	—	13	5	—	91	—	49	6
24	324	220	22	1	6	67	87	5,488	5,242	—	—	24	424	285	13	147	48
25	62	49	7	—	1	13	16	616	288	—	—	—	102	74	1	34	9
26	80	73	20	—	3	4	5	201	—	—	—	—	—	88	1	49	5
27	121	132	10	—	—	19	6	483	—	86	—	—	—	123	7	53	12
28	42	51	10	—	—	21	1	16	—	—	—	—	—	51	1	20	2
29	166	138	54	1	1	45	16	655	958	—	—	40	—	167	4	76	23
30	1,469	1,320	270	3	17	305	281	12,457	8,295	124	18	69	858	1,582	[illegible]	768	184
31	14,403	15,370	4,648	72	562	5,246	1,487	104,066	74,745	3,228	17	1,499	11,786	15,526	673	7,532	2,036

* See foot note * to Table 8.

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TABLE 9—*continued.*

London and County Boroughs.	Number of Schools (Institutions.)	Number of Departments. Boys, Girls, or Mixed.	Number of Departments. Infant Schools.	Number of Infant Classes.	Number of Scholars on the Registers on the last day of the school year.	Number of Half-timers throughout the year.	Actual Average Number of Scholars in Attendance throughout the year.	Per-centage of Average Attendance throughout the year to Number on Registers on the last day of the school year.	No. of Departments in which Scholars were examined.	No. of Departments paid for. First Class Subjects.	No. of Departments paid for. Second Class Subjects.	Class Number of were English.	Class Number of were Welsh.	
ENGLAND (excluding Monmouthshire).														
London	981	1,683	877	78	757,256	650	617,374	81·5	1,683	1,681	1,678	945	—	1
Barrow-in-Furness	17	24	11	3	10,637	—	9,009	84·7	24	24	24	18	—	2
Bath	23	25	15	2	6,927	—	5,969	86·2	25	25	25	18	—	3
Birkenhead	27	44	25	1	18,541	—	15,366	82·9	44	44	44	38	—	4
Birmingham	105	161	93	13	86,586	7	74,611	86·2	161	161	161	148	—	5
Blackburn	48	62	36	10	24,211	4,797	19,015	78·5	62	62	62	12	—	6
Bolton	54	58	45	8	31,527	3,369	24,596	78·0	58	58	56	38	—	7
Bootle	9	22	8	1	9,503	—	8,320	87·6	22	22	22	15	—	8
Bournemouth	13	17	10	2	4,734	—	3,877	81·9	17	17	17	1	—	9
Bradford	84	101	73	6	43,833	4,617	34,647	79·0	101	101	101	56	—	10
Brighton	33	58	27	3	18,584	—	15,459	83·2	58	58	57	35	—	11
Bristol	95	137	75	9	58,395	10	48,177	82·5	137	137	13	108	—	12
Burnley	31	30	26	4	17,273	3,522	13,317	77·1	30	30	29	14	—	13
Bury	28	32	22	5	9,815	1,560	7,716	78·6	32	32	31	9	—	14
Canterbury	11	18	7	2	3,686	—	2,878	78·1	18	18	18	10	—	15
Chester	20	25	13	2	6,917	—	5,657	81·8	25	25	25	22	—	16
Coventry	24	32	16	5	12,109	—	10,360	85·6	32	32	31	15	—	17
Croydon	35	57	26	3	18,905	15	15,219	80·5	57	57	57	41	—	18
Derby	29	39	25	3	20,158	—	16,327	81·0	39	39	39	27	—	19
Devonport	17	30	14	3	11,628	—	9,378	80·7	30	30	30	29	—	20
Dudley	19	24	17	1	10,101	—	8,792	87·0	24	24	23	18	—	21
Exeter	18	23	9	4	6,573	—	5,322	81·0	23	23	23	17	—	22
Gateshead	26	41	21	6	21,624	—	17,339	80·2	41	41	41	27	—	23
Gloucester	18	24	11	5	8,292	—	6,569	79·2	24	24	22	19	—	24
Grimsby	19	35	16	2	11,192	—	9,622	86·0	35	35	34	34	—	25
Halifax	23	36	18	5	14,768	2,752	12,378	83·8	36	36	36	32	—	26
Hanley	16	26	15	—	11,880	15	10,441	87·9	26	26	26	23	—	27
Hastings	24	36	20	3	9,664	—	7,997	82·8	36	36	36	30	—	28
Huddersfield	39	47	30	7	14,305	935	11,780	82·3	47	47	47	34	—	29
Ipswich	23	31	15	2	11,309	—	9,766	86·4	31	31	31	9	—	30
Kingston-upon-Hull	62	117	49	7	44,095	—	37,823	85·8	117	117	117	112	—	31
Leeds	106	165	98	7	77,787	33	66,983	86·1	165	165	164	60	—	32
Leicester	53	61	42	10	37,094	324	32,637	88·0	61	61	61	18	—	33
Lincoln	19	24	13	2	8,506	—	6,538	76·9	24	24	23	17	—	34
Liverpool	147	277	125	16	115,959	272	98,695	85·1	277	277	276	239	—	35
Manchester	151	204	117	22	98,348	97	77,824	79·1	204	204	203	185	—	36

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	Subjects.						Specific Subjects.							Number of Schools the Scholars in which were taught			
	Departments in which Scholars examined in						Number of Departments in which they were taught.	Number of Scholars qualified for Grant.	Cookery.—No. of Girls for whom Grants were paid.	Laundry Work.—No. of Girls for whom Grants were paid.	Household Management.—No. of Girls for whom Grants were paid.	Cottage Gardening.—No. of Boys for whom Grants were paid.	Manual Instruction.—No. of Boys for whom Grants were paid.	Drawing (Older Scholars).	Science.	Physical Exercises.	Military Drill (Boys).
	Geography.	Elementary Science.	History.	Suitable Occupations.	Domestic Economy * (Girls only).	Needlework. (Girls only).											
1	1,256	1,524	422	8	191	453	934	88,101	40,556	16,088	27	14	38,253	891	192	704	189
2	22	22	3	—	—	5	3	401	1,277	486	—	—	707	17	—	14	—
3	25	19	6	—	1	—	5	327	234	14	—	—	36	16	1	4	7
4	28	42	—	—	1	21	15	1,725	454	—	—	—	639	25	2	10	6
5	111	158	3	12	8	59	89	9,772	5,574	—	—	—	4,361	97	55	88	7
6	60	56	36	—	12	2	9	704	439	—	—	—	413	45	6	27	10
7	57	57	16	—	—	5	12	1,534	2,301	68	—	—	931	53	5	40	21
8	20	8	—	—	2	1	9	1,026	322	—	—	—	—	9	3	6	4
9	15	13	7	—	4	5	—	—	377	—	—	—	43	11	—	6	4
10	101	100	3	—	1	1	14	1,255	2,302	401	—	—	749	75	10	58	3
11	47	55	13	—	18	3	16	1,363	1,728	—	—	—	551	30	6	21	6
12	99	110	48	—	17	48	26	3,343	3,653	118	—	—	508	73	22	48	26
13	26	28	16	—	2	3	13	1,120	945	426	—	—	408	26	6	20	5
14	25	32	24	—	2	5	6	385	—	—	—	—	—	27	2	17	3
15	15	14	4	—	1	5	4	241	341	—	—	—	23	11	1	4	2
16	16	25	2	—	1	11	9	760	295	24	—	—	100	15	2	10	4
17	26	28	13	—	4	4	12	1,113	864	—	—	—	71	21	2	12	6
18	53	53	2	—	5	4	16	1,285	711	538	—	—	188	27	6	18	15
19	25	38	7	9	—	23	16	1,679	1,924	—	—	—	1,050	27	9	12	4
20	25	27	1	—	2	4	19	2,047	328	—	—	—	—	15	1	6	7
21	17	18	6	2	1	10	2	275	873	121	—	—	—	16	—	6	3
22	13	22	4	—	—	11	10	814	531	—	—	—	8	12	2	9	8
23	35	40	5	—	2	7	15	1,316	1,570	—	—	—	471	24	1	7	2
24	14	22	2	—	2	11	5	352	273	14	—	—	—	15	3	9	4
25	34	4	1	—	—	—	8	799	1,300	442	—	—	854	17	—	8	4
26	36	34	26	—	—	—	4	400	954	—	—	—	411	22	1	17	9
27	13	24	5	5	—	7	4	588	466	—	—	—	153	13	1	8	6
28	24	22	4	—	3	12	2	104	458	104	—	—	515	20	—	12	1
29	47	46	11	—	1	—	29	1,845	666	—	—	—	722	36	1	17	—
30	17	31	3	—	—	16	2	373	664	—	—	—	492	22	2	17	2
31	63	89	1	—	—	64	62	6,373	5,217	1,354	—	—	2,678	55	1	24	38
32	164	161	78	—	2	2	101	9,782	7,467	52	—	—	3,782	103	18	95	14
33	57	61	7	—	4	17	22	3,149	4,258	145	—	—	—	5	4	16	28
34	16	23	5	—	1	7	9	857	326	—	—	—	585	15	3	9	5
35	258	275	2	—	1	5	136	14,860	4,883	283	—	—	5,013	141	32	111	27
36	185	119	16	—	5	16	58	5,807	4,306	523	—	—	1,555	144	8	93	62

* See Footnote * to Table 8.

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TABLE 9—*continued.*

London and County Boroughs.	Number of				Number of Scholars on the Registers on the last day of the school year.	Number of Half-timers throughout the year.	Actual Average Number of Scholars in Attendance throughout the year.	Percentage of Average Attendance throughout the year to Number on Registers on the last day of the School year.	No. of Departments in which Scholars were examined.	No. of Departments paid for		Class Number of were		
	Schools (Institutions).	Departments. Boys, Girls, or Mixed.	Departments. Infant Schools.	Infant Classes.						First Class Subjects.	Second Class Subjects.	English.	Welsh.	
Middlesbrough	16	33	14	1	16,326	—	13,887	84·9	33	33	33	27	—	1
Newcastle-on-Tyne	44	53	37	4	36,286	—	30,683	84·6	53	53	53	42	—	2
Northampton	16	24	15	—	12,204	69	10,185	81·5	24	24	24	14	—	3
Norwich	35	50	28	2	21,001	—	17,859	85·0	50	50	49	18	—	4
Nottingham	72	107	57	13	42,526	719	35,979	84·6	107	107	105	77	—	5
Oldham	45	46	39	6	24,068	2,197	19,335	80·3	46	45	46	40	—	6
Oxford	25	37	16	2	8,051	—	6,937	86·2	37	37	37	14	—	7
Plymouth	28	46	21	3	17,492	—	14,052	80·3	46	46	45	31	—	8
Portsmouth	35	63	32	2	30,256	—	25,948	85·8	63	63	63	51	—	9
Preston	38	56	31	9	22,244	2,126	18,759	84·3	56	56	56	37	—	10
Reading	22	29	18	3	12,934	—	10,903	84·3	29	29	28	26	—	11
Rochdale	27	27	20	4	12,428	1,675	9,886	79·5	27	27	27	24	—	12
Saint Helens	35	44	30	3	18,144	332	15,109	83·3	44	44	43	29	—	13
Salford	60	83	49	8	39,939	98	32,520	81·4	83	83	82	64	—	14
Sheffield	84	144	64	18	65,558	63	54,522	83·2	144	144	144	92	—	15
Southampton	32	41	24	3	17,162	—	14,082	82·1	41	41	41	—	—	16
South Shields	18	30	10	7	18,717	—	15,363	82·1	30	30	30	23	—	17
Stockport	22	24	24	1	13,412	1,061	10,289	76·7	24	24	24	21	—	18
Sunderland	29	53	25	2	27,004	—	23,524	87·1	53	53	53	36	—	19
Walsall	25	34	21	4	15,585	—	13,193	84·7	34	34	34	28	—	20
West Bromwich	19	22	18	1	12,858	—	11,322	88·1	22	22	22	21	—	21
West Ham	56	100	51	4	52,768	8	45,255	85·8	100	100	100	50	—	22
Wigan	17	24	16	1	11,839	271	9,724	82·1	24	24	24	3	—	23
Wolverhampton	28	42	23	4	17,474	—	15,003	85·9	42	42	42	27	—	24
Worcester	18	23	16	1	8,222	—	7,028	85·5	23	23	23	12	—	25
Yarmouth, Great	15	23	9	4	9,345	21	8,048	86·1	23	23	23	8	—	26
York	24	33	20	1	13,432	—	11,121	82·8	33	33	33	20	—	27
England (excluding Monmouthshire)	3,332	5,117	2,788	373	2,269,997	31,615	1,878,294	82·7	5,117	5,114	5,090	3,308	—	28
WALES AND MONMOUTHSHIRE.														
Cardiff	36	58	34	1	31,341	3	25,655	81·9	58	58	58	38	—	29
Newport (Mon.)	18	30	16	2	13,215	—	10,691	80·9	30	30	30	23	—	30
Swansea	28	37	23	3	18,456	—	15,359	83·2	37	37	37	34	—	31
Wales and Monmouthshire	82	125	73	6	63,012	3	51,705	82·1	125	125	125	95	—	32
England and Wales (London and County Boroughs)	3,414	5,242	2,861	379	2,333,009	31,618	1,929,999	82·7	5,242	5,239	5,215	3,403	—	33

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	Subjects. Departments in which Scholars examined in						Specific Subjects.							No. of Schools the Scholars in which were taught			
	Geography.	Elementary Science.	History.	Suitable Occupations.	Domestic Economy* (Girls only).	Needlework (Girls only).	Number of Departments in which they were taught.	Number of Scholars qualified for Grant.	Cookery.—No. of Girls for whom Grants were paid.	Laundry Work.—No. of Girls for whom Grants were paid.	Household Management—No. of Girls for whom Grants were paid.	Cottage Gardening.—No. of Boys for whom Grants were paid.	Manual Instruction.—No. of Boys for whom Grants were paid.	Drawing (Older Scholars).	Science.	Physical Exercises.	Military Drill (Boys).
1	28	33	9	—	—	4	15	1,697	1241	—	—	—	—	16	3	8	11
2	45	50	9	—	3	6	26	3,644	2,460	323	—	—	145	39	1	30	2
3	18	23	6	1	—	8	14	1,294	676	—	—	—	—	15	2	8	6
4	44	47	19	3	2	15	27	2,860	1,828	44	—	—	598	28	3	15	9
5	74	98	34	—	5	46	58	6,009	3,714	484	—	—	1,545	66	12	19	15
6	41	46	13	—	—	—	18	2,015	2,377	—	—	—	1,046	43	2	33	20
7	23	35	17	—	10	8	12	643	407	—	—	—	58	22	3	11	6
8	37	41	3	1	4	9	21	1,997	1,096	25	—	18	457	26	13	16	11
9	32	6	8	—	25	32	5	451	814	—	—	—	109	31	—	26	4
10	44	56	18	2	5	5	10	828	1,120	71	—	—	3	37	3	18	14
11	20	27	1	—	2	8	11	910	646	—	—	—	346	19	8	9	12
12	26	26	3	—	1	—	7	752	1,057	—	—	—	401	25	1	14	3
13	36	24	13	—	4	6	5	292	723	—	—	—	296	29	—	16	3
14	74	80	11	—	—	18	18	1,849	1,916	—	—	—	97	58	5	38	27
15	134	142	83	—	7	24	68	10,638	4,864	—	—	—	2,857	81	39	55	39
16	41	13	16	—	12	—	2	125	742	—	—	—	266	23	6	19	10
17	22	29	4	—	—	13	12	1,476	742	—	—	—	76	18	4	16	7
18	24	23	4	—	—	—	10	1,038	442	—	—	—	—	21	4	14	5
19	50	51	4	—	1	10	24	3,227	2,347	—	—	—	53	27	1	9	2
20	24	34	5	—	2	21	6	553	635	—	—	—	—	25	4	15	6
21	17	22	1	1	—	12	15	920	390	—	—	—	—	17	2	9	6
22	84	98	27	2	19	3	61	5,843	3,193	989	—	—	845	51	4	48	2
23	22	23	12	—	5	2	7	576	657	—	—	—	522	17	4	11	4
24	30	31	16	1	9	16	10	1,233	757	—	—	—	215	27	1	23	2
25	23	23	10	1	—	—	4	329	210	—	—	—	42	12	2	4	4
26	19	23	11	1	6	5	3	351	943	45	—	—	627	12	1	8	2
27	30	31	13	—	2	6	9	1,359	963	—	—	—	395	21	4	10	8
28	4,107	4,685	1,172	49	418	1,144	2,174	219,784	135,707	23,182	27	32	77,269	3,023	540	2,085	782
29	56	54	15	—	—	5	34	4,181	2,672	215	—	—	224	34	—	28	6
30	29	30	5	—	1	1	10	934	459	—	—	14	—	18	2	15	3
31	37	9	3	—	—	—	28	2,850	1,732	—	—	—	436	21	14	15	11
32	122	93	23	—	1	6	72	7,965	4863	215	—	14	660	73	16	58	20
33	4,229	4,628	1,195	49	419	1,150	2,246	226,749	140,600	23,397	27	46	77,929	3,096	556	2,143	802

* *See* Footnote * to Table 8.

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TABLE 10.—NUMBER of TEACHERS, GRANTS to PUPIL TEACHERS and to SMALL PLACES, SAVINGS BANKS, LIBRARIES, and AVERAGE COST of MAINTENANCE per SCHOLAR.

Administrative Counties (excluding London).	Number of Teachers.					No. of Pupil Teachers for whom Grants have been paid for		Number of Schools in small Places paid Grants of		Number of Schools paid Special Grants of 10*l.* (Article 106).	Number of Schools which have		Average Cost of Maintenance per Scholar (Voluntary and Board Schools).*
	Certificated and Provisionally Certificated Teachers.	Assistant and Provisional Assistant Teachers.	Pupil-Teachers.	Probationers.	Additional Teachers. (Article 68).	Good Examination.	Fair Examination.	10*l.* (Article 104).	15*l.*		Savings Banks.	School Libraries.	
ENGLAND (excluding Monmouthshire).													£ *s.* *d.*
Bedford	328	214	113	23	139	26	55	10	11	39	65	60	2 5 10
Berks	383	166	97	4	213	23	36	29	19	66	102	103	2 8 10
Buckingham	439	216	140	18	212	32	55	33	28	82	101	88	2 7 4
Cambridge	244	91	156	16	143	35	58	24	19	60	72	61	2 3 11
Isle of Ely	117	49	66	5	61	11	33	10	4	23	37	21	2 5 1
Chester	960	582	576	80	323	95	266	28	24	71	119	143	2 6 4
Cornwall (including the Scilly Isles).	531	354	419	43	342	30	189	31	14	64	82	116	2 2 4
Cumberland	574	356	447	49	149	75	207	38	31	107	74	98	2 7 6
Derby	856	635	546	96	361	132	189	30	22	68	142	142	2 4 2
Devon	874	386	386	44	478	58	171	92	56	214	193	142	2 5 10
Dorset	389	175	180	20	263	25	77	43	50	128	89	91	2 6 6
Durham	1,396	1 335	946	132	438	153	404	12	15	35	88	191	2 6 3
Essex	1,626	788	647	54	479	175	263	48	27	136	201	275	2 11 4
Gloucester	658	317	305	29	381	36	126	49	49	162	161	150	2 7 2
Hereford	245	72	52	9	170	12	13	39	31	98	72	79	2 10 8
Hertford	493	273	121	24	234	18	59	12	10	31	113	113	2 8 9
Huntingdon	115	42	29	8	56	1	11	18	15	37	24	25	2 7 3
Kent	1,467	889	639	41	555	101	244	29	17	64	213	232	2 9 5
Lancaster	2,800	2,112	1,414	347	1,054	215	589	15	15	51	254	381	2 6 9
Leicester	455	218	202	30	173	39	87	40	41	107	81	89	2 4 2
Lincoln, Parts of Holland	141	104	67	6	81	16	35	11	1	15	21	23	2 10 0
„ „ Kesteven	248	79	92	10	130	5	43	23	33	76	60	59	2 8 2
„ „ Lindsey	436	134	140	19	242	16	69	60	68	178	82	100	2 7 0
Middlesex	1,439	568	405	36	230	121	140	—	1	2	101	110	2 15 10
Norfolk	694	238	252	30	442	29	95	78	50	214	143	196	2 5 9
Northampton	504	256	191	9	226	46	61	47	38	116	79	85	2 7 6
Soke of Peterborough	75	36	47	7	33	5	22	1	1	4	10	11	2 3 5
Northumberland	658	468	354	44	187	58	142	32	72	114	81	115	2 8 5
Nottingham	482	348	318	24	187	43	133	28	32	84	83	75	2 4 3
Oxford	340	126	80	6	221	11	19	39	36	104	100	100	2 9 0
Rutland	46	17	11	4	26	1	8	8	9	22	11	13	2 8 10
Salop	468	212	197	28	229	26	83	40	30	97	103	98	2 6 3
Somerset	745	373	354	29	451	73	144	68	72	224	162	169	2 5 9

* Calculated on Returns for complete year only. In Table 13 is given the cost per scholar in Board and Voluntary Schools separately.

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TABLE 10—*continued.*

Administrative Counties, (excluding London).	Number of Teachers.					No. of Pupil Teachers for whom Grants have been paid for		Number of Schools in small Places paid Grants of		Number of Schools paid Special Grants of 10*l.* (Article 105).	Number of Schools which have		Average Cost of Maintenance per Scholar (Voluntary and Board Schools).*
	Certificated and Provisionally Certificated Teachers.	Assistant and Provisional Assistant Teachers.	Pupil-Teachers	Probationers).	Additional Teachers (Article 68).	Good Examination.	Fair Examination.	10*l.*	15*l.* (Article 104.)		Savings Banks.	School Libraries.	£ *s.* *d.*
Southampton	663	313	221	22	333	48	100	39	38	106	184	170	2 7 2
Isle of Wight	148	71	73	4	64	16	30	2	3	6	16	35	2 10 11
Stafford	1,638	1,370	1,088	164	548	248	472	28	14	62	224	197	2 4 5
Suffolk, East	370	178	171	25	218	67	51	47	19	107	90	137	2 4 9
„ West	241	107	71	17	149	7	25	29	27	84	49	65	2 5 7
Surrey	750	449	265	33	286	45	118	7	1	15	125	142	2 12 0
Sussex, East	436	204	97	18	220	27	39	17	8	35	82	110	2 11 1
„ West	302	126	78	11	142	14	29	21	18	57	68	85	2 10 6
Warwick	648	377	320	34	221	107	115	27	29	86	112	109	2 8 4
Westmorland	153	65	68	10	40	15	19	23	27	57	31	43	2 10 8
Wilts	593	231	287	19	323	76	97	54	39	135	125	122	2 6 9
Worcester	566	425	354	44	235	79	134	28	28	75	87	109	2 4 10
York, East Riding	304	120	106	10	165	5	41	48	40	127	79	92	2 9 1
„ North „	645	326	279	28	224	25	119	75	104	203	102	158	2 12 11
„ West „	2,569	2,118	1,527	181	720	295	595	68	86	193	370	421	2 9 1
England (excluding Monmouthshire)	31,247	18,709	14,994	1,944	12,797	2,816	6,110	1,578	1,422	4,241	5,063	5,749	2 7 8
WALES AND MONMOUTHSHIRE.													
Anglesey	83	35	54	5	59	2	14	6	—	10	9	9	2 5 2
Brecknock	114	74	79	8	49		21	24	18	49	25	32	2 9 0
Cardigan	120	35	123	13	50	22	39	21	7	47	7	18	2 5 10
Carmarthen	294	136	233	7	93	81	78	22	9	47	16	28	2 7 10
Carnarvon	217	114	190	21	94	10	67	9	7	15	10	33	2 10 1
Denbigh	224	130	137	33	102	17	53	21	8	37	14	35	2 7 5
Flint	155	69	104	17	89	17	44	5	2	12	19	21	2 4 9
Glamorgan	1,046	985	990	25	344	189	312	17	18	42	69	148	2 9 8
Merioneth	130	81	81	6	34	14	31	11	11	27	14	25	3 0 7
Montgomery	113	39	46	16	54	11	17	21	16	43	17	24	2 4 0
Pembroke	175	47	132	20	64	30	52	26	11	56	19	32	2 4 8
Radnor	59	12	11	1	22	4	4	16	14	34	13	14	2 4 6
Monmouth	386	336	320	10	180	31	100	19	15	48	35	78	2 7 11
Wales and Monmouthshire	3,116	2,093	2,500	182	1,284	436	832	218	136	467	267	497	2 8 8
England and Wales (Administrative Counties, excluding London)	34,363	20,802	17,494	2,126	14,081	3,252	6,942	1,796	1,558	4,708	5,330	6,246	2 7 9

* Calculated on returns for complete year only. In Table 13 is given the cost per scholar in Board and Voluntary Schools separately.

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TABLE 10—*continued.*

London and County Boroughs.	Number of Teachers.					No. of Pupil Teachers for whom Grants have been paid for		Number of Schools in small Places paid Grants of		Number of Schools paid Special Grants of 10*l.* (Article 105).	Number of Schools which have		Average Cost of Maintenance per Scholar (Voluntary and Board Schools).*
	Certificated and Provisionally Certificated Teachers.	Assistant and Provisional Assistant Teachers.	Pupil-Teachers.	Probationers.	Additional Teachers (Article 68).	Good Examination.	Fair Examination.	10*l.*	15*l.* (Article 104).		Savings Banks.	School Libraries.	
ENGLAND (excluding Monmouthshire).													£. s. d.
London	12,030	1,734	2,655	41	752	1,173	815	—	—	—	439	729	3 10 6
Barrow-in-Furness	111	86	79	1	17	17	45	—	—	2	13	6	2 11 1
Bath	60	62	58	1	22	13	15	—	—	—	8	11	2 5 0
Birkenhead	191	124	113	2	36	36	45	—	—	—	11	10	2 7 4
Birmingham	1,132	478	321	6	144	126	78	—	—	—	83	74	2 14 2
Blackburn	216	146	122	16	68	23	47	—	—	—	13	20	2 9 5
Bolton	325	208	169	2	45	92	35	1	—	1	21	25	2 9 11
Bootle	117	48	70	5	13	34	26	—	—	—	8	6	2 8 5
Bournemouth	39	25	22	5	24	3	5	—	—	—	5	6	2 5 5
Bradford	575	291	220	7	57	113	87	—	1	1	32	41	2 16 3
Brighton	253	79	137	1	30	74	21	—	—	—	22	22	3 4 8
Bristol	671	336	462	6	157	119	174	—	—	—	20	34	2 11 1
Burnley	158	119	62	9	29	16	12	—	—	—	10	13	2 12 1
Bury	81	78	56	2	27	5	18	—	—	—	7	10	2 10 4
Canterbury	38	23	20	1	11	3	8	—	—	—	2	5	2 11 3
Chester	65	51	43	2	15	10	21	—	—	—	6	8	2 7 3
Coventry	144	81	56	3	40	31	12	—	—	—	12	6	2 9 0
Croydon	266	73	98	5	27	46	29	—	—	—	18	19	2 17 2
Derby	248	108	125	2	35	79	24	—	—	—	24	12	2 14 6
Devonport	114	70	106	5	12	49	31	—	—	—	8	2	2 9 7
Dudley	76	88	54	12	30	16	32	—	—	—	9	8	2 2 3
Exeter	63	48	58	1	12	27	27	—	—	—	10	6	2 14 11
Gateshead	236	162	94	6	21	41	44	—	—	—	19	9	2 7 3
Gloucester	68	65	80	6	22	30	28	—	—	—	5	8	2 7 8
Grimsby	89	67	111	1	26	28	47	—	—	—	16	11	2 4 11
Halifax	242	103	64	1	8	37	27	—	—	—	2	13	3 2 9
Hanley	95	147	35	1	20	6	21	—	—	—	12	8	2 9 11
Hastings	130	55	75	2	34	29	22	—	—	—	9	15	3 2 3
Huddersfield	194	83	107	5	17	45	42	—	—	—	31	17	2 17 9
Ipswich	99	79	100	–	21	12	39	—	—	—	15	19	2 7 11
Kingston-upon-Hull	440	294	347	7	45	111	154	—	—	—	51	10	2 2 6
Leeds	1,041	525	313	8	110	247	49	—	—	—	86	64	2 15 2
Leicester	446	165	159	9	88	102	26	—	—	—	42	32	2 9 11
Lincoln	62	50	68	3	20	5	40	—	—	—	3	7	2 3 1
Liverpool	1,346	761	774	1	117	241	360	—	—	—	94	92	2 8 9
Manchester	955	736	587	57	217	222	243	—	—	—	114	38	2 10 4

* Calculated on returns for complete year only. In Table 13 is given the cost per scholar in Board and Voluntary Schools separately.

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TABLE 10—*continued.*

London and County Boroughs.	Number of Teachers.					No. of Pupil Teachers for whom Grants have been paid for		Number of Schools in small Places paid Grants of		Number of Schools paid Special Grants of 10*l.* (Article 105.)	Number of Schools which have		Average Cost of Maintenance per Scholar (Voluntary and Board Schools).*
	Certificated and Provisionally Certificated Teachers.	Assistant and Provisional Assistant Teachers.	Pupil-Teachers	Probationers.	Additional Teachers. (Article 68.)	Good Examination.	Fair Examination.	10*l.* (Article 104).	15*l.* (Article 104).		Savings Banks.	School Libraries.	
													£ *s.* *d.*
Middlesbrough	195	102	96	7	16	25	37	—	—	—	9	10	2 8 5
Newcastle-on-Tyne	404	188	190	9	43	84	77	—	—	—	16	13	2 8 10
Northampton	132	86	104	4	10	27	44	—	—	—	5	9	2 10 5
Norwich	249	131	147	—	14	83	52	—	—	—	32	17	2 11 6
Nottingham	398	199	180	9	53	142	55	—	—	—	61	22	2 15 4
Oldham	242	170	110	5	64	47	42	—	—	—	24	16	2 11 11
Oxford	96	49	54	—	20	18	30	—	—	—	11	16	2 11 4
Plymouth	202	104	137	2	17	31	47	—	—	—	19	18	2 8 2
Portsmouth	367	88	267	9	25	108	102	—	—	—	24	10	2 5 10
Preston	211	126	145	22	34	50	57	—	—	—	13	14	2 5 1
Reading	176	87	72	1	15	24	25	—	—	—	18	7	2 16 0
Rochdale	141	59	67	—	27	30	24	—	—	—	19	13	2 11 4
Saint Helens	130	125	87	20	96	13	30	—	—	—	3	6	2 1 5
Salford	412	301	182	5	73	78	89	—	—	—	48	14	2 8 1
Sheffield	747	319	414	13	104	173	145	—	—	—	61	62	2 8 6
Southampton	266	76	140	12	21	65	40	—	—	—	9	15	2 16 7
South Shields	190	106	113	4	10	72	24	—	—	—	11	10	2 9 7
Stockport	104	97	64	10	18	16	20	—	—	—	4	8	2 7 10
Sunderland	207	204	159	8	85	98	43	—	—	—	5	12	2 4 8
Walsall	113	125	87	11	46	41	37	—	—	—	8	12	2 1 0
West Bromwich	105	99	59	13	26	31	21	—	—	—	13	3	2 3 6
West Ham	756	284	258	2	26	152	103	—	—	—	44	43	3 1 7
Wigan	90	69	71	12	32	16	34	—	—	—	2	8	2 3 8
Wolverhampton	156	139	113	7	38	42	35	—	—	—	18	17	2 5 7
Worcester	69	44	64	5	22	30	19	—	—	—	10	6	2 1 10
Yarmouth, Great	77	92	57	—	29	21	29	—	—	—	11	13	2 8 6
York	149	68	98	5	40	22	34	—	—	—	9	11	2 9 7
England (excluding Monmouthshire)	29,000	11,185	11,555	437	3,326	4,800	4,044	1	1	4	1,787	1,821	2 17 8
WALES AND MONMOUTHSHIRE.													
Cardiff	347	208	134	—	85	44	49	—	—	—	4	22	2 9 9
Newport (Mon.)	128	74	46	—	44	12	19	—	—	—	7	10	2 5 7
Swansea	200	167	164	2	26	57	79	—	—	—	5	15	2 13 1
Wales and Monmouthshire	675	449	344	2	155	113	147	—	—	—	16	47	2 10 3
England and Wales (London and County Boroughs)	29,675	11,634	11,899	439	3,481	4,913	4,191	1	1	4	1,803	1,868	2 17 0

* Calculated on returns for complete year only. In Table 13 is given the cost per scholar in Board and Voluntary Schools separately.

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TABLE 11.—The NUMBER of CHILDREN in SCHOOLS for OLDER SCHOLARS in the

Note.—This Table only applies to schools for older scholars and to those children who are Schedule 8. of the Code, and all scholars

Administrative Counties (excluding London).	BOYS.										
	Below Standard I.	Standards.						Ex-Standard VII.	Total.	Percentage of Boys above Standard IV.	
		I.	II.	III.	IV.	V.	VI.	VII.			
ENGLAND (excluding Monmouthshire).											
Bedford	379	1,943	1,949	1,812	1,727	1,092	523	218	24	5,667	19·2	1
Berks	580	1,864	2,028	1,885	1,596	1,091	530	157	14	9,695	18·4	2
Buckingham	874	2,403	2,275	2,271	2,009	1,288	536	141	7	11,804	16·7	3
Cambridge	552	1,451	1,445	1,358	1,239	748	315	115	14	7,237	26·4	4
Isle of Ely	327	825	797	687	556	334	141	41	—	3,708	13·9	5
Chester	1,706	6,572	6,599	6,210	5,386	4,256	2,211	599	9	33,548	21·0	6
Cornwall (including the Scilly Isles)	1,526	3,738	3,665	3,469	3,215	2,359	1,274	587	41	19,814	21·2	7
Cumberland	1,440	3,116	3,539	3,323	2,774	2,190	1,355	586	92	18,415	22·9	8
Derby	1,296	6,208	6,122	5,503	4,589	3,509	1,464	238	8	28,937	18·0	9
Devon	2,827	5,046	4,846	4,697	4,107	2,792	1,291	345	3	25,954	17·0	10
Dorset	1,356	2,278	2,221	2,144	1,914	1,199	578	158	2	11,850	16·3	11
Durham	2,057	11,166	11,218	10,154	8,461	5,985	3,322	916	55	53,334	19·2	12
Essex	2,912	8,768	9,302	8,337	7,519	5,073	2,714	1,081	54	45,760	19·4	13
Gloucester	1,929	4,291	3,946	3,763	3,263	2,201	925	323	23	20,664	16·8	14
Hereford	1,246	1,326	1,402	1,312	1,048	730	257	67	4	7,392	14·3	15
Hertford	632	2,868	2,838	2,735	2,396	1,464	648	169	9	13,759	16·6	16
Huntingdon	423	745	538	509	547	237	86	24	1	3,110	11·1	17
Kent	1,774	9,222	9,906	9,395	8,213	5,704	2,950	1,138	54	48,356	20·3	18
Lancaster	3,072	19,315	20,415	19,400	17,256	12,281	6,156	1,224	24	99,743	20·3	19
Leicester	1,107	2,644	2,761	2,605	2,203	1,350	505	174	8	13,357	15·2	20
Lincoln: Parts of Holland	292	917	854	811	760	538	260	103	11	4,546	20·0	21
" " Kesteven	661	1,253	1,255	1,143	1,031	764	310	129	2	6,548	18·4	22
" " Lindsey	1,995	2,599	2,415	2,352	2,088	1,239	584	179	7	13,458	14·9	23
Middlesex	1,185	6,688	97,654	7,187	6,041	4,381	2,420	1,168	148	36,872	22·0	24
Norfolk	2,218	4,263	3,929	3,783	3,184	1,915	703	180	4	20,179	13·8	25
Northampton	923	2,663	2,605	2,529	2,228	1,405	583	137	1	13,074	16·2	26
Soke of Peterborough	88	484	491	471	479	287	181	57	3	2,541	20·7	27
Northumberland	2,080	4,904	4,568	4,059	3,470	2,650	1,465	452	7	23,655	19·3	28
Nottingham	1,067	3,200	3,282	2,977	2,734	1,886	765	199	16	16,066	17·4	29
Oxford	735	1,708	1,663	1,588	1,400	840	406	157	5	8,502	16·5	30
Rutland	203	237	248	228	166	112	45	11	—	1,250	13·4	31
Salop	1,585	3,053	2,919	2,755	2,302	1,610	826	195	12	15,257	17·3	32
Somerset	2,133	4,640	4,522	4,266	3,859	2,576	951	260	3	23,210	16·3	33

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Different STANDARDS on the LAST DAY of the SCHOOL YEAR of EACH SCHOOL.

taught in Standards therein. It excludes, therefore, all scholars taking schemes in in Infant Schools and Classes.

	GIRLS.									
	Below Standard I.	Standards.							Ex-Standard VII.	Total.	Percentage of Girls above Standard IV.
		I.	II.	III.	IV.	V.	VI.	VII.			
1	315	1,737	1,887	1,749	1,717	1,092	470	139	11	9,117	18·7
2	505	1,731	1,847	1,814	1,589	1,169	535	199	42	9,431	20·6
3	833	2,302	2,381	2,311	2,075	1,370	630	186	7	12,095	18·1
4	505	1,404	1,386	1,383	1,283	856	395	204	58	7,474	20·2
5	287	669	701	637	596	363	174	59	1	3,487	17·1
6	1,433	6,043	6,285	6,029	5,251	3,973	1,858	522	20	31,414	20·2
7	1,438	3,604	3,523	3,420	3,111	2,243	1,251	578	21	19,189	21·3
8	1,280	2,754	3,368	3,154	2,789	2,088	1,295	580	63	17,371	23·1
9	1,113	5,981	5,975	5,510	4,599	3,354	1,386	306	20	28,244	17·9
10	2,530	4,738	4,562	4,584	4,137	2,797	1,269	327	12	24,956	17·6
11	1,227	2,132	2,203	2,080	1,855	1,247	626	218	7	11,595	18·0
12	1,806	10,824	11,229	9,846	8,631	6,087	3,341	1,150	78	52,992	20·1
13	2,537	8,272	9,178	8,331	7,480	5,203	2,757	1,061	66	44,885	20·2
14	1,830	4,020	4,042	3,689	3,322	2,126	1,010	366	7	20,412	17·1
15	1,218	1,245	1,397	1,297	1,116	756	281	70	—	7,380	15·3
16	538	2,692	2,861	2,761	2,552	1,657	776	244	20	14,101	19·1
17	449	648	630	549	555	304	119	27	2	3,283	13·7
18	1,498	8,221	9,643	9,014	7,830	5,487	2,800	1,021	66	45,580	20·5
19	2,664	18,323	20,313	19,195	17,815	13,482	6,556	1,241	45	99,634	21·4
20	1,015	2,607	2,597	2,521	2,262	1,413	487	145	8	13,055	15·7
21	330	841	862	845	809	540	291	144	5	4,667	20·9
22	636	1,069	1,191	1,148	1,125	794	387	149	3	6,502	20·5
23	1,850	2,303	2,426	2,211	2,165	1,292	661	203	13	13,124	16·5
24	1,193	5,985	7,798	7,113	6,081	4,395	2,420	1,084	168	36,237	22·4
25	2,228	3,922	3,876	3,751	3,314	2,021	970	285	5	20,372	16·1
26	831	2,526	2,677	2,398	2,262	1,511	619	123	1	12,948	16·6
27	109	477	481	489	441	323	218	67	7	2,612	23·5
28	1,843	4,476	4,345	4,025	3,412	2,552	1,369	557	18	22,597	19·3
29	1,011	2,980	3,205	2,804	2,662	1,847	717	209	19	15,454	18·9
30	742	1,570	1,663	1,611	1,476	975	464	143	9	8,653	18·3
31	164	193	210	184	195	123	46	29	1	1,145	17·3
32	1,398	2,831	2,827	2,643	2,420	1,539	765	191	11	14,625	17·1
33	2,027	4,324	4,385	4,363	3,910	2,658	1,018	338	7	23,030	17·4

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TABLE 11—*continued.*

Administrative Counties (excluding London).	BOYS.											
	Below Standard I.	Standards.							Ex. Standard VII.	Total.	Percentage of Boys above Standard IV.	
		I.	II.	III.	IV.	V.	VI.	VII.				
Southampton	1,360	4,378	4,063	3,668	3,134	2,040	951	279	27	19,900	16·5	1
Isle of Wight	146	871	836	868	762	563	292	142	29	4,509	22·6	2
Stafford	1,999	11,603	11,562	10,636	9,215	6,792	3,260	495	36	55,598	19·0	3
Suffolk—East	1,017	2,522	2,469	2,282	1,931	1,183	459	149	5	12,017	14·9	4
,, —West	947	1,372	1,4[illegible]	1,393	1,231	794	293	69	—	7,570	15·2	5
Surrey	764	4,459	4,832	4,522	3,924	2,891	1,593	631	55	23,671	21·8	6
Sussex—East	705	2,422	2,626	2,3[illegible]	1,966	1,287	528	137	8	12,033	16·2	7
,, —West	745	1,727	1,747	1,624	1,275	842	332	100	5	8,397	15·2	8
Warwick	1,547	4,089	3,970	3,686	2,994	2,046	860	189	44	19,425	16·1	9
Westmorland	572	783	750	656	669	551	372	162	8	4,523	24·1	10
Wilts	1,492	3,418	3,277	3,089	2,639	1,882	754	227	9	16,787	17·1	11
Worcester	1,153	4,169	4,020	3,576	3,205	2,156	756	152	3	19,190	15·6	12
York—East Riding	1,353	1,809	1,656	1,595	1,365	1,009	527	151	9	9,474	17·9	13
,, North ,,	2,404	3,568	3,383	3,212	2,738	2,091	1,121	385	27	18 929	19·1	14
,, West ,,	3,766	17,559	17,386	15,869	13,773	10,294	4,616	878	41	84,182	18·8	15
England (excluding Monmouthshire)	63,100	197,147	198,265	184,748	160,581	113,107	53,934	15,614	971	987,467	18·5	16
WALES AND MONMOUTHSHIRE.												
Anglesey	543	669	567	555	411	334	224	74	2	3,379	18·7	17
Brecknock	571	623	679	627	563	450	217	65	3	3,798	19·6	18
Cardigan	939	672	638	655	620	539	352	216	9	4,640	26·2	19
Carmarthen	1,063	1,727	1,641	1,595	1,509	1,151	750	312	11	9,759	22·7	20
Carnarvon	817	1,515	1,422	1,263	1,107	863	553	188	4	7,732	20·7	21
Denbigh	784	1,609	1,563	1,473	1,275	1,023	605	201	32	8,565	21·7	22
Flint	517	1,016	1,044	968	799	512	236	43	—	5,135	15·4	23
Glamorgan	1,357	7,307	7,284	6,513	5,732	4,309	1,644	546	44	34,736	18·8	24
Merioneth	448	628	535	582	495	458	253	115	—	3,514	23·5	25
Montgomery	833	733	643	593	501	333	176	28	—	3,840	14·0	26
Pembroke	958	1,100	1,044	965	827	683	428	181	77	6,263	21·8	27
Radnor	318	255	277	249	237	142	65	14	—	1,557	14·1	28
Monmouth	882	2,897	2,784	2,596	2,223	1,589	589	106	11	13,677	16·7	29
Wales and Monmouthshire	10,080	20,751	20,121	18,634	16,299	12,386	6,092	2,089	193	106,595	19·4	30
England and Wales (Administrative Counties, excluding London).	73,180	217,898	218,386	203,382	176,880	125,493	60,026	17,703	1,164	1,094,062	18·6	31

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	GIRLS.										
	Below Standard I.	Standards.							Ex. Standard VII.	Total.	Percentage of Girls above Standard IV.
		I.	II.	III.	IV.	V.	VI.	VII.			
1	1,265	4,193	3,946	3,755	3,288	2,196	1,070	376	13	20,102	18·1
2	167	775	851	762	668	570	276	139	9	4,217	23·5
3	1,740	10,788	11,659	10,753	9,148	6,703	2,957	620	71	54,439	19·0
4	1,049	2,239	2,273	2,227	1,980	1,221	492	115	3	11,599	15·7
5	818	1,229	1,458	1,306	1,261	881	365	91	1	7,410	18·0
6	550	4,137	4,656	4,568	4,076	3,050	1,730	659	71	23,497	22·5
7	696	2,445	2,469	2,394	2,064	1,344	629	171	8	12,220	17·6
8	642	1,493	1,639	1,538	1,344	939	437	142	5	8,179	18·6
9	1,476	4,031	4,029	3,577	3,039	2,066	886	250	21	19,375	16·6
10	509	739	741	714	651	531	372	139	7	4,403	23·8
11	1,409	3,270	3,159	3,094	2,848	1,854	813	274	27	16,748	17·7
12	1,023	3,774	4,061	3,768	3,225	2,057	817	140	2	18,867	15·9
13	1,202	1,680	1,624	1,468	1,249	964	491	168	6	8,852	18·4
14	2,230	3,407	3,278	3,183	2,778	1,981	1,102	441	14	18,414	19·2
15	3,459	16,854	16,896	15,833	13,755	10,642	4,885	1,159	57	83,540	20·0
16	57,618	184,498	194,693	182,899	162,211	114,636	55,288	17,049	1,186	969,528	19·4
17	502	599	551	460	432	325	228	74	1	3,172	19·8
18	533	642	680	649	584	405	221	77	3	3,794	18·6
19	901	630	645	617	616	491	332	152	17	4,401	22·5
20	992	1,620	1,723	1,592	1,468	1,208	691	275	14	9,583	22·8
21	770	1,332	1,273	1,263	1,120	907	537	167	1	7,370	21·7
22	666	1,544	1,569	1,444	1,214	876	492	158	9	7,972	19·2
23	471	1,085	1,034	948	762	598	214	61	—	5,173	16·8
24	1,318	6,950	7,189	6,456	5,599	4,207	2,093	969	113	34,894	21·1
25	419	568	588	498	489	417	245	106	3	3,333	23·1
26	745	727	591	571	501	384	176	51	1	3,747	16·3
27	873	1,023	1,021	959	841	632	376	152	47	5,924	20·3
28	354	235	294	265	210	166	87	21	—	1,632	17·0
29	833	2,892	2,774	2,586	2,200	1,590	755	302	15	13,947	19·1
30	9,377	19,847	19,932	18,308	16,086	12,206	6,447	2,565	224	104,942	20·4
31	66,995	204,345	214,625	200,707	178,247	126,842	61,735	19,614	1,360	1,074,465	19·5

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TABLE 11.—*continued.*

London and County Boroughs.	BOYS.										
	Below Standard I.	Standards.							Ex. Standard VII.	Total.	Percentage of Boys above Standard IV.	
		I.	II.	III.	IV.	V.	VI.	VII.				
ENGLAND (excluding Monmouthshire).												
London	5,925	38,464	47,093	43,925	38,697	30,232	20,093	9,880	1,773	236,082	26·2	1
Barrow-in-Furness	112	721	670	675	600	519	399	205	2	3 903	28·8	2
Bath	40	478	444	430	379	285	130	16	1	2,203	19·6	3
Birkenhead	235	1,259	1,299	1,207	1,002	777	447	124	—	6,350	21·2	4
Birmingham	886	4,314	6,371	5,259	4,523	3,153	1,680	196	—	26,382	19·0	5
Blackburn	66	1,255	1,536	1,425	1,355	1,007	491	81	—	7,216	21·8	6
Bolton	124	1,664	1,938	1,687	1,678	1,393	952	245	9	9,690	26·6	7
Bootle	43	742	670	578	479	354	216	71	—	3,158	20·2	8
Bournemouth	20	225	311	294	248	170	89	38	—	1,395	21·2	9
Bradford	372	2,794	2,717	2,510	2,398	1,988	1,123	288	8	14,198	23·9	10
Brighton	107	1,102	1,187	1,099	986	709	392	60	5	5,647	20·6	11
Bristol	528	3,473	3,869	3,520	3,138	2,500	1,696	721	90	19,535	25·6	12
Burnley	138	860	1,041	1,040	904	765	459	128	9	5,344	25·4	13
Bury	43	613	636	620	540	385	164	12	—	3,013	18·6	14
Canterbury	20	200	256	238	191	193	87	21	—	1,206	24·9	15
Chester	107	398	467	427	387	313	219	54	4	2,376	24·8	16
Coventry	119	886	865	806	609	438	177	15	—	3,915	16·0	17
Croydon	105	948	1,358	1,166	1,127	765	412	166	16	6,063	22·2	18
Derby	126	1,268	1,301	1,157	1,090	792	455	95	44	6,328	21·9	19
Devonport	57	816	674	695	579	549	369	374	75	4,188	32·6	20
Dudley	43	522	611	558	470	391	222	53	2	2,872	23·2	21
Exeter	27	431	414	395	338	323	154	105	6	2,191	26·7	22
Gateshead	198	1,405	1,370	1,192	959	848	516	100	—	6,588	22·2	23
Gloucester	101	606	542	474	467	332	157	43	1	2,723	19·5	24
Grimsby	109	867	718	677	692	616	398	24	1	4,102	25·3	25
Halifax	23	1,061	833	953	770	672	411	83	5	4,811	24·3	26
Hanley	208	727	808	663	552	518	204	46	—	3,726	20·6	27
Hastings	87	527	502	586	503	389	236	87	4	2,921	24·5	28
Huddersfield	38	792	827	785	722	661	511	90	—	4,426	28·5	29
Ipswich	76	829	794	678	605	503	228	76	32	3,821	21·9	30
Kingston-upon-Hull	179	2,561	2,843	2,759	2,570	2,065	1,138	353	4	14,722	25·8	31
Leeds	523	5,737	5,085	4,578	4,046	3,205	088	397	—	25,659	22·1	32
Leicester	159	2,300	2,137	1,963	1,975	1,453	823	79	—	10,851	21·3	33
Lincoln	—	437	554	466	458	341	299	147	—	2,702	29·1	34
Liverpool	1,584	8,272	7,842	7,069	6,080	4,802	2,923	1,198	332	40,102	23·0	35
Manchester	1,113	6,151	6,632	5,972	5,144	4,042	2,444	669	8	32,175	22·2	36

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	GIRLS.										
	Below Standard I.	Standards.							Ex. Standard VII.	Total.	Percentage of Girls above Standard IV.
		I.	II.	III.	IV.	V.	VI.	VII.			
1	5,257	38,133	42,962	44,934	39,999	29,759	18,875	9,663	2,012	237,594	25·3
2	34	703	756	672	586	489	386	214	—	3,840	28·3
3	15	389	418	396	384	288	144	37	—	2,071	22·6
4	187	1,222	1,251	1,173	1,038	701	356	145	6	6,079	19·8
5	943	4,333	6,162	5,305	4,386	2,976	1,459	284	—	25,848	18·2
6	100	1,273	1,621	1,495	1,454	1,139	574	86	28	7,770	23·5
7	136	1,640	1,880	1,777	1,840	1,591	903	223	19	10,009	27·3
8	40	769	657	566	490	332	176	76	—	3,106	15·5
9	25	175	265	282	266	166	115	37	—	1,331	23·8
10	313	2,643	2,614	2,686	2,435	2,011	1,301	365	126	14,494	26·2
11	91	1,008	1,164	1,191	1,006	595	342	64	5	5,466	18·4
12	476	3,554	4,024	3,568	3,181	2,479	1,578	559	27	19,446	23·8
13	190	914	1,160	1,048	1,001	777	489	220	9	5,808	25·7
14	64	645	642	662	564	370	170	41	3	3,161	18·4
15	55	217	248	222	245	169	82	30	2	1,270	22·2
16	61	374	374	386	356	250	167	71	4	2,043	24·0
17	120	806	790	695	582	464	175	41	4	3,677	18·6
18	95	982	1,255	1,343	1,009	800	443	202	25	6,154	22·2
19	111	1,316	1,268	1,256	1,070	737	425	88	5	6,276	19·9
20	58	612	762	650	548	483	274	133	2	3,522	25·3
21	43	498	638	605	525	459	247	49	4	3,068	24·7
22	10	429	380	364	327	269	128	63	3	1,973	23·4
23	208	1,240	1,418	1,197	1,005	852	494	134	—	6,548	22·6
24	69	637	517	483	418	323	179	69	—	2,695	21·1
25	81	910	763	725	698	581	326	43	3	4,130	23·0
26	13	943	857	893	890	710	521	129	3	4,959	27·4
27	167	703	771	648	580	527	259	43	—	3,688	22·2
28	26	560	524	532	477	352	242	83	3	2,799	24·2
29	27	824	803	876	758	680	483	74	2	4,527	27·4
30	38	706	819	683	622	460	239	111	51	3,729	23·0
31	122	3,083	2,997	2,712	2,522	1,944	1,169	329	3	14,881	23·1
32	414	5,698	5,409	4,861	4,170	3,172	2,046	388	—	26,158	21·4
33	140	2,270	2,215	2,184	2,075	1,455	833	75	8	11,255	21·0
34	—	315	484	462	432	350	277	166	—	2,486	31·8
35	1,483	7,926	7,864	7,100	6,128	4,614	2,655	1,297	329	39,396	22·5
36	961	6,364	6,628	6,064	4,976	3,672	1,978	506	8	31,157	19·7

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TABLE 11—*continued.*

London. and County Boroughs.	BOYS.											
	Below Standard I.	Standards.							Ex. Standard VII.	Total.	Percentage of Boys above Standard IV.	
		I.	II.	III.	IV.	V.	VI.	VII.				
Middlesbrough	319	1,313	1,151	988	813	641	364	107	8	5,704	19·6	1
Newcastle-on-Tyne	442	2,388	2,669	2,253	1,970	1,535	1,032	527	22	12,838	24·2	2
Northampton	139	802	762	736	582	451	271	103	5	3,851	21·5	3
Norwich	141	1,199	1,355	1,151	1,068	916	727	412	29	6,998	29·7	4
Nottingham	99	2,928	2,722	2,415	2,066	1,619	940	206	28	13,023	21·4	5
Oldham	72	986	1,497	1,437	1,380	1,088	540	133	5	7,138	24·7	6
Oxford	73	497	532	460	404	366	235	81	3	2,651	25·8	7
Plymouth	183	1,123	1,084	1,018	837	729	425	145	54	5,598	24·1	8
Portsmouth	364	2,302	1,953	1,878	1,468	1,011	404	112	2	9,494	16·1	9
Preston	85	1,282	1,410	1,255	1,201	824	422	82	1	6,562	20·2	10
Reading	96	545	853	827	753	560	390	189	17	4,230	27·3	11
Rochdale	74	392	793	739	730	564	323	137	28	3,780	27·8	12
Saint Helens	115	1,081	1,152	1,165	858	591	226	11	—	5,199	15·9	13
Salford	299	2,282	2,643	2,421	2,097	1,550	866	146	—	12,309	20·8	14
Sheffield	689	5,058	4,384	3,911	3,262	2,669	1,912	728	162	22,775	24·0	15
Southampton	118	1,052	1,256	985	924	650	384	218	3	5,590	22·4	16
South Shields	285	943	1,261	1,253	990	878	603	154	1	6,368	25·6	17
Stockport	50	692	813	765	751	625	333	116	5	4,150	26·	18
Sunderland	429	1,879	1,031	1,609	1,377	1,079	629	175	—	9,108	20·6	19
Walsall	247	1,011	1,019	983	853	630	365	28	1	5,137	19·9	20
West Bromwich	146	862	874	769	667	429	178	8	—	3,933	15·6	21
West Ham	560	2,751	3,317	3,020	2,743	2,099	1,084	262	4	15,840	21·7	22
Wigan	118	805	828	689	634	471	173	13	—	3,731	17·6	23
Wolverhampton	53	813	1,021	1,059	996	865	601	362	1	5,771	31·6	24
Worcester	34	497	472	477	423	320	137	25	—	2,385	26·2	25
Yarmouth, Great	102	629	612	590	509	390	207	112	6	3,157	22·6	26
York	244	864	825	831	664	595	464	316	45	4,848	29·2	27
England (excluding Monmouthshire)	19,222	132,681	146,409	134,210	118,281	92,593	57,287	21,208	2,861	724,752	24·1	28
WALES AND MONMOUTHSHIRE.												
Cardiff	464	1,987	1,982	1,797	1,627	1,187	721	289	—	10,054	19·8	29
Newport (Mon.)	74	903	867	808	661	533	392	154	33	4,425	25·1	30
Swansea	236	1,133	1,115	1,000	950	734	474	180	98	5,920	25·1	31
Wales and Monmouthshire	774	4,023	3,964	3,605	3,238	2,454	1,587	623	131	20,399	23·5	32
England and Wales (London and County Boroughs)	19,996	136,704	150,373	137,815	121,519	95,047	58,874	21,831	2,992	745,151	23·9	33

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	GIRLS.										
	Below Standard I.	Standards.							Ex Standard VII.	Total.	Percentage of Girls above Standard IV.
		I.	II.	III.	IV.	V.	VI.	VII.			
1	321	1,263	1,042	927	621	564	333	116	7	5,394	18·9
2	348	2,269	2,505	2,182	1,982	1,428	917	529	35	12.195	23·8
3	146	756	778	740	661	417	222	50	2	3,772	18·3
4	145	1,264	1,322	1,236	1,186	991	637	380	57	7,158	28·0
5	93	2,862	2,743	2,505	2,190	1,563	801	138	17	12,912	19·5
6	107	991	1,547	1,474	1,443	1,217	568	165	16	7,528	26·1
7	59	458	460	486	442	320	180	64	8	2,477	23·0
8	140	1,080	1,117	931	796	694	280	88	7	5,133	20·8
9	363	2,951	1,982	1,856	1,535	1,042	432	203	8	9,472	17·7
10	93	1,210	1,337	1,353	1,316	876	439	82	—	6,706	20·8
11	48	580	842	766	726	606	360	206	26	4,160	28·7
12	63	344	793	752	736	608	305	66	42	3,709	27·5
13	116	1,166	1,163	1,007	862	622	270	36	—	5,242	17 7
14	339	2,222	2,748	2,335	2,064	1,497	820	156	5	12,186	20·3
15	525	4,737	4,566	4,102	3,444	2,608	1,651	706	100	22,439	22·5
16	87	1,061	1,199	1,070	811	635	295	192	2	5,352	21·0
17	184	956	1,215	1,183	1,092	807	504	181	—	6,122	24·3
18	86	722	794	822	740	597	293	104	3	4,161	23·9
19	443	1,839	1,953	1,555	1,420	944	518	199	2	8,873	18·7
20	180	899	1,021	978	837	596	301	51	6	4,869	19·5
21	81	920	865	735	622	438	98	6	—	3,765	14·3
22	348	2,692	3,370	3,116	2,718	1,967	1,028	400	9	15,648	21·7
23	86	780	837	740	665	451	169	16	—	3,744	16·9
24	49	751	1,081	1,073	1,032	914	555	271	14	5,740	30·5
25	28	481	527	508	373	308	124	24	—	2,373	19·2
26	71	585	603	568	541	399	196	69	—	3,082	21·8
27	185	850	839	850	687	601	345	254	69	4,680	27·1
28	16,907	180,608	148,609	136,646	120,785	90,696	53,151	20,830	3,129	721,256	23·2
29	589	2,027	1,890	1,863	1,587	1,119	631	274	—	9,980	20·2
30	97	861	800	776	698	614	329	167	17	4,359	25·8
31	146	1,112	1.098	968	835	721	414	187	84	5,565	25·2
32	832	4,000	3.788	3.607	3,120	2,454	1,374	628	101	19,904	22·8
33	17.739	184,608	152,397	140.153	123,905	93,150	54,525	21,458	3,230	741,160	23·2

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TABLE 12.—SHOWING THE ATTENDANCE OF CHILDREN AT SCHOOL. THE COLUMNS AVERAGE ATTENDANCE THROUGHOUT THE YEAR TO THE NUMBERS ON THE HEAD OF THE COLUMN.

N.B.—This Table must be used with caution, as it does not always follow that because a school shows a low of the School year are above the average of the whole year, the percentage will be lower than where the numbers school whose numbers are decreasing, and a large decrease in the numbers may show a percentage of over a scholars attend full time.

VOLUNTARY SCHOOLS.

Administrative Counties (excluding London).	Under 50%	50 to 54%	55 to 59%	60 to 64%	65 to 69%	70 to 74%	75 to 79%	80 to 84%	85 to 89%	90 to 94%	95 to 99%	100% and over.	Total Number of Schools.	
ENGLAND (excluding Monmouthshire).														
Bedford	—	—	—	—	2	4	7	20	26	17	5	5	86	1
Berks	—	—	—	2	4	8	31	40	64	34	18	10	211	2
Buckingham	—	—	1	2	1	10	26	53	62	27	5	4	191	3
Cambridge	—	—	—	1	3	8	23	37	34	15	2	2	125	4
Isle of Ely	—	—	1	—	3	5	7	10	3	3	—	1	33	5
Chester	—	—	2	4	11	43	89	113	71	34	18	1	386	6
Cornwall (including the Scilly Isles)	—	—	—	1	7	38	34	37	28	12	2	1	160	7
Cumberland	—	—	1	1	4	21	29	44	43	24	7	7	181	8
Derby	—	—	1	6	7	41	58	91	51	18	3	6	282	9
Devon	—	—	—	6	16	31	82	104	83	38	5	4	369	10
Dorset	—	—	1	1	5	22	45	72	65	20	9	11	251	11
Durham	—	—	—	5	4	33	67	104	61	20	9	4	307	12
Essex	—	—	1	3	6	20	62	107	94	41	10	13	357	13
Gloucester	—	—	—	6	14	29	54	99	92	41	17	7	359	14
Hereford	—	—	—	6	10	26	37	52	18	4	5	4	162	15
Hertford	—	—	1	—	6	17	33	63	55	17	6	4	202	16
Huntingdon	—	—	1	2	5	4	11	20	12	6	2	1	64	17
Kent	1	—	2	7	14	56	111	133	75	41	11	4	455	18
Lancaster	—	1	3	14	44	159	314	245	130	77	16	12	1,015	19
Leicester	—	—	—	1	6	19	46	64	43	32	7	6	224	20
Lincoln, Parts of Holland	—	—	—	2	4	7	5	10	11	5	1	1	46	21
„ „ Kesteven	—	—	1	—	5	15	30	34	31	21	8	5	150	22
„ „ Lindsey	—	—	—	4	11	21	59	95	40	23	7	5	265	23
Middlesex	—	—	—	6	10	20	34	42	30	11	2	2	157	24
Norfolk	—	—	1	1	7	23	61	116	65	52	15	6	347	25
Northampton	—	—	—	—	4	13	26	54	58	49	16	9	229	26
Soke of Peterborough	—	—	—	—	1	1	4	8	6	3	1	2	26	27
Northumberland	1	—	2	9	12	23	45	79	38	27	9	4	249	28
Nottingham	—	—	—	3	5	22	57	47	29	15	4	4	186	29
Oxford	—	—	—	—	5	8	24	62	67	37	8	7	218	30

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CONTAIN THE NUMBER OF SCHOOLS IN WHICH THE PERCENTAGE OF THE ACTUAL SCHOOL REGISTERS ON THE LAST DAY OF THE SCHOOL YEAR IS THAT GIVEN AT THE

percentage that the average attendance has been bad. *E.g.* If the numbers on the School Register on the last day are uniform throughout the twelve months. Thus a school increasing in numbers shews a lower percentage than a hundred. Schools also which have many half-timers shew a lower percentage than Schools in which all the

BOARD SCHOOLS.

	Under 50 %	50 to 54 %	55 to 59 %	60 to 64 %	65 to 69 %	70 to 74 %	75 to 79 %	80 to 84 %	85 to 89 %	90 to 94 %	95 to 99 %	100 % and over	Total Number of Schools.
1	—	—	—	—	1	1	9	17	22	12	3	4	69
2	—	—	—	—	—	2	2	2	5	1	1	1	14
3	—	—	—	1	—	7	16	16	16	8	2	1	67
4	—	—	—	—	2	4	6	2	12	1	—	1	28
5	—	—	—	—	3	3	8	12	6	3	—	—	35
6	—	—	—	—	—	7	8	6	8	2	1	—	32
7	—	1	—	5	9	39	47	48	25	3	1	—	178
8	—	1	—	—	1	7	17	31	32	10	5	1	105
9	—	—	—	2	4	15	32	30	19	9	—	—	111
10	—	—	—	3	11	37	42	60	35	20	1	2	211
11	—	—	—	—	1	2	3	5	8	4	2	—	25
12	—	—	—	1	5	12	26	50	32	10	1	6	143
13	1	1	1	4	1	14	37	46	42	25	3	3	178
14	—	—	—	—	1	7	19	15	15	6	4	4	71
15	—	—	1	2	3	6	6	11	1	1	—	—	31
16	—	—	—	—	2	2	7	12	8	4	2	2	39
17	—	—	—	—	—	2	7	5	5	—	—	3	22
18	—	—	—	2	2	10	28	34	26	7	1	2	112
19	—	—	—	—	1	16	22	20	11	2	1	2	75
20	—	—	—	—	1	1	6	14	2	8	4	—	36
21	—	—	—	—	3	4	10	14	10	2	2	—	45
22	—	—	—	1	2	3	5	4	9	5	1	1	31
23	—	—	—	—	6	11	13	11	7	7	—	—	55
24	—	1	1	2	2	6	18	25	22	8	1	2	88
25	—	—	—	—	5	10	37	45	35	19	4	—	155
26	—	—	—	—	3	3	12	9	14	3	2	1	47
27	—	—	—	—	—	1	—	2	—	—	1	—	4
28	—	—	—	—	3	3	9	28	13	3	1	1	61
29	—	—	—	—	3	9	14	21	9	3	1	—	60
30	—	—	—	—	2	2	—	6	11	2	1	1	25

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TABLE 12—*continued.*

VOLUNTARY SCHOOLS.

Administrative Counties (excluding London).	Under 50 %	50 to 54 %	55 to 59 %	60 to 64 %	65 to 69 %	70 to 74 %	75 to 79 %	80 to 84 %	85 to 89 %	90 to 94 %	95 to 99 %	100 % and over.	Total Number of Schools.	
Rutland	—	—	—	—	1	1	7	13	6	6	1	1	36	1
Salop	—	—	1	4	10	39	70	76	41	23	6	3	273	2
Somerset	—	1	—	4	6	28	98	122	83	45	8	11	406	3
Southampton	—	—	—	3	9	26	75	88	69	26	12	6	314	4
Isle of Wight	—	—	—	—	—	6	7	14	9	7	1	1	45	5
Stafford	—	1	1	1	3	22	57	118	108	56	15	7	389	6
Suffolk, East	—	—	—	—	2	15	33	61	50	18	3	4	186	7
„ West	—	—	—	1	—	10	19	37	34	22	10	3	136	8
Surrey	—	—	—	1	15	26	47	71	37	17	3	3	220	9
Sussex, East	—	—	2	3	4	11	40	55	30	11	6	—	162	10
„ West	—	—	—	2	6	16	32	35	28	13	4	4	140	11
Warwick	—	—	—	3	7	17	43	58	49	36	10	7	230	12
Westmorland	—	—	1	1	1	4	10	20	33	15	4	8	97	13
Wilts	—	—	—	1	6	29	88	98	62	28	5	8	325	14
Worcester	—	—	—	4	3	7	39	49	65	35	16	5	223	15
York, East Riding	—	—	1	3	7	21	40	50	33	20	2	2	179	16
„ North Riding	1	—	2	3	9	32	77	82	57	33	4	8	308	17
„ West Riding	—	—	6	7	32	94	186	198	109	42	20	12	706	18
England (excluding Monmouthshire)	8	8	33	134	357	1,151	2,479	3,300	2,388	1,217	358	245	11,668	19
WALES AND MONMOUTHSHIRE.														
Anglesey	—	—	1	4	7	5	6	1	1	—	—	—	25	20
Brecknock	—	—	1	1	3	13	15	9	3	—	1	—	46	21
Cardigan	—	—	—	3	4	6	9	6	4	—	—	—	32	22
Carmarthen	—	—	4	4	8	13	20	10	6	—	—	1	66	23
Carnarvon	—	1	1	5	11	20	15	7	4	1	—	—	65	24
Denbigh	—	—	3	2	10	31	11	12	3	2	—	—	74	25
Flint	—	—	—	2	9	18	24	24	4	3	—	1	85	26
Glamorgan	—	1	—	2	10	17	30	27	11	3	1	1	103	27
Merioneth	1	1	—	3	2	6	11	3	—	—	—	—	27	28
Montgomery	—	—	2	5	8	14	13	15	5	—	—	1	65	29
Pembroke	—	—	—	2	11	17	21	13	3	2	—	—	69	30
Radnor	—	—	—	2	6	7	6	10	6	2	2	—	41	31
Monmouth	—	—	—	2	10	21	25	14	11	1	3	1	88	32
Wales and Monmouthshire	1	3	12	37	99	188	208	151	61	14	7	5	786	33
England and Wales (Administrative Counties, excluding London)	4	6	45	171	456	1,339	2,687	3,451	2,449	1,231	365	250	12,454	34

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BOARD SCHOOLS.

	Under 50 %	50 to 54 %	55 to 59 %	60 to 64 %	65 to 69 %	70 to 74 %	75 to 79 %	80 to 84 %	85 to 89 %	90 to 94 %	95 to 99 %	100 % and over.	Total Number of Schools.
1	—	—	—	—	—	—	1	1	—	—	—	—	2
2	—	—	—	1	2	1	10	10	10	2	—	—	36
3	—	—	1	—	3	8	17	32	20	17	4	1	103
4	—	—	—	—	4	7	18	19	9	6	1	—	64
5	—	—	—	—	—	—	1	1	6	4	1	—	13
6	1	—	—	—	2	8	16	43	45	25	10	3	153
7	—	—	—	—	2	5	10	20	17	6	4	2	66
8	—	—	—	1	1	5	9	12	3	6	—	—	37
9	—	—	—	2	2	10	14	21	17	1	—	—	67
10	—	—	—	—	2	5	6	16	9	2	—	—	40
11	—	—	—	—	2	9	4	10	9	4	2	—	40
12	—	—	—	—	—	6	6	15	14	9	3	1	54
13	—	—	—	—	—	—	3	8	2	5	2	—	20
14	—	—	—	—	2	5	5	10	10	2	2	—	36
15	—	—	—	—	—	2	7	12	19	9	2	1	52
16	—	—	—	—	4	9	9	13	1	1	—	—	42
17	—	—	—	1	3	9	18	24	20	3	2	1	81
18	—	—	2	10	14	38	101	104	57	13	5	2	346
19	2	4	6	38	120	373	721	977	728	303	84	49	3,405
20	—	1	2	5	8	10	9	3	1	—	—	—	39
21	—	1	—	3	5	9	12	10	3	—	—	—	43
22	—	1	2	4	11	20	20	11	5	1	—	—	75
23	—	—	4	10	10	25	22	19	5	4	—	1	100
24	—	1	—	2	5	14	21	13	4	1	1	—	62
25	—	—	—	2	12	13	11	5	3	—	—	1	47
26	—	—	—	1	1	2	7	2	—	—	—	—	13
27	—	1	—	6	16	33	57	54	29	9	1	3	209
28	—	—	—	3	4	12	9	14	5	3	—	—	50
29	—	—	1	4	4	2	8	7	1	1	—	—	28
30	—	1	2	3	8	27	10	5	1	1	—	—	58
31	—	1	—	3	2	3	—	1	1	—	—	—	11
32	—	—	2	6	5	14	30	20	9	3	1	2	92
33	—	7	13	52	91	184	216	164	67	23	8	7	827
34	2	11	19	90	211	557	937	1,141	795	326	87	56	4,232

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TABLE 12—*continued.*

VOLUNTARY SCHOOLS.

London and County Boroughs.	Under 50%	50 to 54%	55 to 59%	60 to 64%	65 to 69%	70 to 74%	75 to 79%	80 to 84%	85 to 89%	90 to 94%	95 to 99%	100% and over.	Total Number of Schools.	
ENGLAND (excluding Monmouthshire).														
London	—	—	2	14	29	94	138	124	62	27	6	5	495	1
Barrow-in-Furness	—	—	—	—	—	2	1	2	1	—	—	—	6	2
Bath	—	—	—	—	1	2	1	5	2	5	3	—	19	3
Birkenhead	—	—	—	—	1	—	6	11	3	2	—	—	23	4
Birmingham	—	—	—	—	—	3	9	16	14	7	1	1	51	5
Blackburn	—	—	—	—	3	4	19	15	2	—	1	—	44	6
Bolton	—	—	—	1	1	5	17	13	2	1	1	—	41	7
Bootle	—	—	—	—	—	—	—	4	1	—	—	—	5	8
Bournemouth	—	—	—	—	—	1	5	4	2	—	1	—	13	9
Bradford	—	—	—	3	4	7	15	10	2	2	—	—	43	10
Brighton	—	—	—	—	—	2	4	8	5	—	—	—	19	11
Bristol	—	—	—	1	2	1	17	22	12	1	—	—	56	12
Burnley	—	—	—	1	2	9	7	2	—	—	—	—	21	13
Bury	—	—	—	—	1	6	13	4	4	—	—	—	28	14
Canterbury	—	—	—	—	—	2	3	4	—	1	—	—	10	15
Chester	—	—	—	—	2	1	6	6	1	3	1	—	20	16
Coventry	—	—	—	—	—	2	1	4	4	2	1	—	14	17
Croydon	1	1	—	—	1	1	7	6	6	—	—	—	23	18
Derby	—	—	—	—	1	5	6	7	2	—	—	—	21	19
Devonport	—	—	—	—	—	4	2	2	2	—	—	—	10	20
Dudley	—	—	—	—	—	—	1	2	5	2	1	—	11	21
Exeter	—	—	—	—	1	3	—	4	1	3	—	—	12	22
Gateshead	—	—	—	—	1	3	3	—	—	—	—	—	7	23
Gloucester	—	—	—	—	—	1	6	5	—	—	1	—	13	24
Grimsby	—	—	—	—	—	—	2	6	1	3	—	—	12	25
Halifax	—	—	—	—	—	—	4	2	1	—	—	—	7	26
Hanley	—	—	—	—	—	—	—	2	—	1	1	—	4	27
Hastings	—	—	—	—	—	—	4	5	2	—	1	—	12	28
Huddersfield	—	—	1	—	—	1	2	8	9	1	—	—	22	29
Ipswich	—	—	—	—	—	—	2	3	1	1	2	—	9	30
Kingston-upon-Hull	—	—	—	—	—	6	2	7	7	2	1	—	25	31
Leeds	—	—	—	1	—	1	6	20	17	3	—	—	48	32
Leicester	—	—	—	—	—	1	2	9	9	5	1	—	27	33
Lincoln	—	—	—	—	2	6	5	4	1	—	1	—	19	34
Liverpool	—	1	—	—	1	1	10	44	39	11	3	1	111	35
Manchester	—	—	1	3	3	12	40	23	8	4	2	—	96	36

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BOARD SCHOOLS.

	Under 50 %	50 to 54 %	55 to 59 %	60 to 64 %	65 to 69 %	70 to 74 %	75 to 79 %	80 to 84 %	85 to 89 %	90 to 94 %	95 to 99 %	100 % and over.	Total number of Schools.
1	—	1	4	3	13	28	93	197	116	26	3	2	486
2	—	—	—	—	—	—	1	4	5	—	1	—	11
3	—	—	—	—	—	1	—	1	1	1	—	—	4
4	—	—	—	—	—	—	1	2	1	—	—	—	4
5	—	—	—	—	—	2	—	15	28	7	2	—	54
6	1	—	—	—	—	—	2	1	—	—	—	—	4
7	—	—	—	—	—	1	10	2	—	—	—	—	13
8	—	—	—	—	—	—	—	2	—	—	—	2	4
9	—	—	—	—	—	—	—	—	—	—	—	—	—
10	—	—	—	1	1	2	18	16	3	—	—	—	41
11	—	—	—	—	—	1	3	5	5	—	—	—	14
12	—	—	—	—	—	2	8	14	13	1	1	—	39
13	—	—	—	—	—	1	5	3	—	1	—	—	10
14	—	—	—	—	—	—	—	—	—	—	—	—	—
15	—	—	—	—	—	1	—	—	—	—	—	—	1
16	—	—	—	—	—	—	—	—	—	—	—	—	—
17	—	—	—	—	1	2	3	1	—	1	2	—	10
18	—	—	—	—	—	—	5	7	—	—	—	—	12
19	—	—	—	—	—	1	1	4	2	—	—	—	8
20	—	—	—	—	1	—	—	6	—	—	—	—	7
21	—	—	—	—	—	—	1	1	4	2	—	—	8
22	—	—	—	—	2	—	2	2	—	—	—	—	6
23	—	—	—	1	—	—	6	8	4	—	—	—	19
24	—	—	—	—	1	—	4	—	—	—	—	—	5
25	—	—	—	—	—	—	—	3	2	1	—	1	7
26	—	—	—	—	—	—	3	7	5	1	—	—	16
27	—	—	—	—	—	1	—	3	4	3	1	—	12
28	—	—	—	—	—	—	6	2	3	—	—	1	12
29	—	—	—	—	—	1	3	6	6	—	—	1	17
30	—	—	—	—	—	—	2	7	1	4	—	—	14
31	—	—	—	—	—	—	1	11	13	11	1	—	37
32	—	—	—	—	—	—	2	18	24	13	1	—	58
33	—	—	—	—	—	2	—	2	4	15	3	—	26
34	—	—	—	—	—	—	—	—	—	—	—	—	—
35	—	—	—	—	—	2	4	10	17	3	—	—	36
36	—	—	1	—	3	5	22	16	5	3	—	—	5

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TABLE 12—*continued.*

VOLUNTARY SCHOOLS.

London and County Boroughs.	Under 50 %	50 to 54 %	55 to 59 %	60 to 64 %	65 to 69 %	70 to 74 %	75 to 79 %	80 to 84 %	85 to 89 %	90 to 94 %	95 to 99 %	100 % and over.	Total Number of Schools.	
Middlesbrough	—	—	—	—	—	—	1	2	3	—	—	—	6	1
Newcastle-on-Tyne	—	—	—	—	1	3	7	9	2	—	—	—	22	2
Northampton	—	—	—	—	—	2	2	4	1	—	1	—	10	3
Norwich	—	—	—	—	—	1	2	4	4	6	1	—	18	4
Nottingham	—	—	—	—	1	4	8	14	4	2	—	—	33	5
Oldham	—	—	—	1	1	2	10	7	4	1	—	—	26	6
Oxford	—	—	—	—	—	2	1	8	5	3	2	1	22	7
Plymouth	—	—	—	—	2	3	3	3	2	1	—	—	14	8
Portsmouth	—	—	—	—	—	—	—	6	3	1	1	—	11	9
Preston	—	—	—	—	—	1	3	18	11	5	—	—	38	10
Reading	—	—	—	—	—	—	2	5	3	2	—	—	12	11
Rochdale	—	—	—	—	1	2	6	2	1	—	—	—	12	12
Saint Helens	—	—	—	1	1	4	5	10	12	2	—	—	35	13
Salford	—	—	—	—	—	6	11	17	8	—	1	—	43	14
Sheffield	—	—	—	—	—	4	7	15	12	3	2	—	43	15
Southampton	—	—	—	—	—	1	6	4	2	—	—	1	14	16
South Shields	—	—	—	—	—	1	2	3	1	—	—	—	7	17
Stockport	—	—	—	1	2	6	6	6	1	—	—	—	22	18
Sunderland	—	—	—	—	—	—	4	5	4	2	—	—	15	19
Walsall	—	—	—	—	—	1	6	3	1	3	—	—	14	20
West Bromwich	—	—	—	—	—	—	—	3	4	1	1	—	9	21
West Ham	—	—	—	—	—	2	4	6	3	1	—	—	16	22
Wigan	—	—	—	—	—	1	2	11	2	1	—	—	17	23
Wolverhampton	—	—	—	—	—	1	4	2	12	1	1	—	21	24
Worcester	—	—	—	—	—	2	—	6	7	—	1	—	16	25
Yarmouth, Great	—	—	—	—	—	—	—	3	1	4	—	—	8	26
York	—	—	—	—	—	2	5	11	1	—	1	—	20	27
England (excluding Monmouthshire)	1	2	4	27	65	237	473	600	342	120	41	9	1,921	28
WALES AND MONMOUTHSHIRE.														
Cardiff	—	—	—	1	—	2	6	5	4	1	—	1	19	29
Newport (Mon.)	—	—	—	—	—	—	2	3	1	—	—	—	6	30
Swansea	—	—	—	—	—	—	2	2	4	1	—	—	9	31
Wales and Monmouthshire	—	—	—	1	—	2	9	10	9	2	—	1	34	32
England and Wales (London and County Boroughs)	1	2	4	28	65	239	482	610	351	122	41	10	1,955	33

PERCENTAGE TABLE.—All Voluntary Schools (Counties and Boroughs).

——	·0	·0	·4	1·4	3·6	10·9	22·0	28·2	19·4	9·4	2·8	1·9	—	

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BOARD SCHOOLS.

	Under 50 %	50 to 54 %	55 to 59 %	60 to 64 %	65 to 69 %	70 to 74 %	75 to 79 %	80 to 84 %	85 to 89 %	90 to 94 %	95 to 99 %	100 % and over.	Total Number of Schools.
1	—	—	—	—	—	—	1	2	6	1	—	—	12
2	—	—	—	—	—	—	3	6	6	3	3	1	22
3	—	—	—	—	—	—	—	3	3	—	—	—	6
4	—	—	—	—	—	—	1	7	7	2	—	—	17
5	—	—	—	—	1	2	2	9	21	3	—	1	39
6	—	—	—	—	—	3	4	12	—	—	—	—	19
7	—	—	—	—	—	—	—	—	2	1	—	—	3
8	—	—	—	1	—	—	7	2	1	1	2	—	14
9	—	—	—	—	—	—	4	6	10	2	1	1	24
10	—	—	—	—	—	—	—	—	—	—	—	—	—
11	—	—	—	—	—	—	3	3	4	—	—	—	10
12	—	—	—	—	1	2	1	10	1	—	—	—	15
13	—	—	—	—	—	—	—	—	—	—	—	—	—
14	—	—	1	—	—	—	4	8	1	3	—	—	17
15	—	—	—	—	1	1	6	19	13	1	—	—	41
16	—	—	—	—	—	—	4	7	5	1	1	—	18
17	—	—	—	—	—	—	1	8	2	—	—	—	11
18	—	—	—	—	—	—	—	—	—	—	—	—	—
19	—	—	—	—	—	—	—	2	7	3	2	—	14
20	—	—	—	—	—	1	—	3	3	2	1	1	11
21	—	—	—	—	—	—	2	—	5	3	—	—	10
22	—	—	—	—	—	1	2	12	20	5	—	—	40
23	—	—	—	—	—	—	—	—	—	—	—	—	—
24	—	—	—	—	—	—	—	—	5	2	—	—	7
25	—	—	—	—	—	—	—	1	1	-	—	—	2
26	—	—	—	—	—	1	1	3	2	—	—	—	7
27	—	—	—	—	—	—	—	2	2	—	—	—	4
28	1	1	6	6	25	64	252	501	393	126	25	11	1,411
29	—	—	—	—	1	1	4	7	3	1	—	—	17
30	—	—	—	—	—	1	3	6	2	—	—	—	12
31	—	—	—	—	—	1	3	8	6	—	1	—	19
32	—	—	—	—	1	3	10	21	11	1	1	—	48
33	1	1	6	6	26	67	262	522	404	127	26	11	1,459

PERCENTAGE TABLE.—All Board Schools (Counties and Boroughs).

	·0	·2	·5	1·6	4·2	11·0	21·0	29·3	21·0	8·0	2·0	1·2	—

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TABLE 13.—SOME PARTICULARS OF INCOME AND EXPENDITURE FOR

NOTE.—The Income and Expenditure per Scholar is calculated on the actual average attendance of Grant before any deductions have been made under Articles 82, 92, 100 & 108) is of these Grants by the total average attendance *for payment* in all the Schools of Grants," published with the Report of the Board, there will be found the differ slightly from those on which this Table is based, the Annual Grant founded on

Administrative Counties (excluding London).	Income for Maintenance per Scholar from				
	School Pence, Books, &c.		Voluntary Contributions.	Rates.	
	Voluntary Schools.	Board Schools.	Voluntary Schools.	Board Schools.	
ENGLAND (excluding Monmouthshire).	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
Bedford	0 0 3	0 0 2	0 5 2	0 14 11	1
Berks	0 0 8	—	0 10 1	0 18 10	2
Buckingham	0 0 0	—	0 10 6	0 17 1	3
Cambridge	0 2 7	—	0 5 4	0 12 5	4
Isle of Ely	0 0 2	—	0 6 1	0 14 3	5
Chester	0 2	0 0 2	0 5 4	0 14 6	6
Cornwall (including the Scilly Isles)	0 0 3	—	0 6 0	0 12 9	7
Cumberland	0 1 3	0 0 2	0 4 4	0 18 2	8
Derby	0 6	0 0 1	0 5 0	0 14 9	9
Devon	0 0 1	0 0 0	0 7 5	0 14 0	10
Dorset	0 0 1	—	0 8 9	0 15 0	11
Durham	0 11	0 0 4	0 6 6	0 18 2	12
Essex	0 0 8	0 0 0	0 7 7	1 4 4	13
Gloucester	0 0 3	0 0 2	0 7 11	0 17 5	14
Hereford	0 0 5	0 0 0	0 9 7	0 16 3	15
Hertford	0 0 3	—	0 9 3	1 4 3	16
Huntingdon	0 0 0	0 0 0	0 7 4	0 16 11	17
Kent	0 1 7	0 0 0	0 7 9	1 4 11	18
Lancaster	0 2 8	0 0 5	0 4 7	1 0 4	19
Leicester	0 0 3	0 0 0	0 4 11	0 17 0	20
Lincoln, Parts of Holland	0 0 9	0 0 0	0 4 11	0 19 7	21
„ „ Kesteven	0 0 5	—	0 9 1	0 16 10	22
„ „ Lindsey	0 0 5	0 0 0	0 7 11	0 13 2	23
Middlesex	0 2 10	0 0 4	0 6 10	1 11 7	24
Norfolk	0 0 0	0 0 0	0 8 2	0 14 11	25
Northampton	0 0 2	0 0 0	0 7 8	0 16 7	26
Soke of Peterborough	0 2 6	0 0 0	0 3 11	1 4 2	27
Northumberland	0 1 8	0 0 0	0 8 4	0 17 11	28
Nottingham	0 0 5	0 0 2	0 6 1	0 14 4	29
Oxford	0 0 3	—	0 9 9	0 17 11	30
Rutland	0 0 0	—	0 10 10	0 14 1	31
Salop	0 0 6	—	0 8 3	0 16 5	32
Somerset	0 0 2	—	0 7 7	0 13 9	33

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Maintenance—and Average Annual Grant earned per Scholar.

in the Returns for complete 12 months only. The Average Grant *earned* (that is the gross amount obtained by taking a common basis of a year's Grant for all Schools, and by dividing the total the County or Borough (see Tables 17 & 18). In the "List of Schools in receipt of Parliamentary *actual* average attendance in, and the net Grant *paid* to, each School; but as these figures them will also differ from that here given.

	Expenditure for Maintenance per Scholar				Average Rate of Annual Grant* earned per Scholar under Articles 98-105.	
	For Salaries.		Total.			
	Voluntary Schools.	Board Schools.	Voluntary Schools.	Board Schools	Voluntary Schools.	Board Schools.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	1 15 6	1 16 7	2 4 11	2 6 11	0 19 11	1 0 2
2	1 16 10	1 17 3	2 8 10	2 9 9	1 0 8	1 0 6
3	1 17 1	1 16 5	2 7 5	2 7 3	1 0 7	0 19 10
4	1 13 5	1 13 3	2 4 4	2 2 5	1 1 2	0 10 6
5	1 15 2	1 13 10	2 5 2	2 5 0	1 0 10	0 19 10
6	1 15 3	1 16 3	2 6 4	2 5 9	1 0 5	1 0 6
7	1 13 5	1 13 8	2 2 0	2 2 7	1 0 4	1 0 0
8	1 15 4	1 18 8	2 5 0	2 10 0	1 1 5	1 1 1
9	1 13 4	1 15 2	2 3 5	2 5 2	1 0 2	1 0 2
10	1 16 0	1 15 7	2 6 6	2 4 9	1 1 0	1 0 4
11	1 15 0	1 15 8	2 6 7	2 6 1	1 1 3	0 19 8
12	1 12 10	1 19 8	2 3 5	2 10 4	0 19 11	1 1 0
13	1 15 4	2 2 0	2 6 3	2 14 7	1 0 7	1 0 10
14	1 16 5	1 17 7	2 6 10	2 8 2	1 1 1	1 0 5
15	1 18 11	1 17 5	2 11 2	2 8 8	1 2 2	1 1 4
16	1 15 5	1 19 8	2 7 0	2 14 1	0 19 3	0 19 10
17	1 16 2	1 16 5	2 7 5	2 6 11	1 0 9	1 0 2
18	1 15 7	2 2 0	2 7 2	2 15 5	0 19 10	1 0 1
19	1 14 6	2 0 3	2 6 2	2 11 11	1 0 0	1 0 11
20	1 13 5	1 18 4	2 2 11	2 8 7	1 0 11	1 1 1
21	1 17 8	1 19 9	2 9 2	2 10 8	0 19 7	1 0 4
22	1 17 5	1 15 5	2 8 9	2 6 2	1 1 1	0 19 7
23	1 17 1	1 15 4	2 7 7	2 4 3	1 1 11	1 0 7
24	1 14 9	2 7 7	2 6 3	3 2 10	1 0 0	1 1 1
25	1 15 7	1 15 6	2 5 11	2 5 8	1 1 5	0 19 10
26	1 16 11	1 17 2	2 10 2	2 7 0	1 1 1	1 0 4
27	1 12 4	2 1 11	2 3 0	2 14 6	1 0 4	0 18 10
28	1 16 9	1 17 8	2 8 4	2 8 8	1 1 6	1 1 1
29	1 14 0	1 15 5	2 3 8	2 5 2	1 0 7	0 19 11
30	1 17 3	1 16 9	2 9 0	2 9 2	1 1 5	1 0 10
31	1 17 4	1 18 0	2 8 10	2 9 4	1 2 5	1 6 3
32	1 15 7	1 18 0	2 6 0	2 7 2	1 0 9	1 0 7
33	1 15 2	1 16 1	2 6 0	2 5 3	1 1 3	1 0 9

* See Footnote to Table 3.

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TABLE 13—*continued.*

Administrative Counties (excluding London).	Income for Maintenance per Scholar from				
	School Pence, Books, &c.		Voluntary Contributions.	Rates.	
	Voluntary Schools.	Board Schools.	Voluntary Schools.	Board Schools.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
Southampton	0 0 1	0 0 0	0 8 10	0 15 7	1
Isle of Wight	0 0 8	0 1 1	0 7 9	1 2 9	2
Stafford	0 0 7	0 0 4	0 4 4	0 16 5	3
Suffolk, East	0 0 4	0 0 0	0 6 2	0 16 4	4
„ West	0 0 0	—	0 7 5	0 16 1	5
Surrey	0 0 9	0 0 0	0 11 2	1 7 5	6
Sussex, East	0 0 7	0 1 1	0 11 1	1 7 1	7
„ West	0 0 9	—	0 13 4	1 1 0	8
Warwick	0 0 8	0 1 9	0 6 10	0 17 9	9
Westmorland	0 0 8	0 0 2	0 6 10	0 18 1	10
Wilts	0 0 3	0 0 0	0 8 7	0 16 1	11
Worcester	0 0 6	0 0 0	0 6 1	0 15 0	12
York, East Riding	0 0 7	0 0 0	0 9 7	0 17 3	13
„ North „	0 0 9	0 0 0	0 9 8	1 1 3	14
„ West „	0 1 4	0 0 1	0 6 2	1 0 0	15
England (excluding Monmouthshire)	0 1 1	0 0 2	0 6 11	0 19 4	16
WALES AND MONMOUTHSHIRE.					
Anglesey	0 0 0	—	0 5 0	0 17 7	17
Brecknock	0 0 1	0 0 0	0 9 10	0 16 9	18
Cardigan	0 0 0	—	0 6 7	0 13 11	19
Carmarthen	0 0 0	0 0 0	0 6 1	0 19 3	20
Carnarvon	0 0 0	—	0 9 10	1 3 0	21
Denbigh	0 0 4	0 0 9	0 8 9	0 17 9	22
Flint	0 0 0	—	0 6 10	1 2 10	23
Glamorgan	0 0 3	0 0 0	0 6 4	1 10 9	24
Merioneth	—	—	0 14 7	1 9 7	25
Montgomery	0 0 0	—	0 8 6	0 11 7	26
Pembroke	0 0 5	—	0 6 3	0 13 5	27
Radnor	0 0 0	0 0 0	0 9 1	1 10 4	28
Monmouth	0 0 3	0 0 0	0 6 10	0 18 0	29
Wales and Monmouthshire	0 0 2	0 0 1	0 7 6	0 19 8	30
England and Wales (Administrative Counties, excluding London)	0 1 1	0 0 2	0 7 0	0 19 4	31

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	Expenditure for Maintenance per Scholar.				Average Rate of Annual Grant earned per Scholar under Articles 98-105.	
	For Salaries.		Total.			
	Voluntary Schools.	Board Schools.	Voluntary Schools.	Board Schools.	Voluntary Schools.	Board Schools.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	1 15 2	1 18 5	2 6 4	2 9 5	1 0 6	1 0 2
2	1 16 4	2 4 5	2 8 6	2 15 11	1 1 4	1 1 7
3	1 12 1	1 17 0	2 1 8	2 7 5	0 19 11	1 0 8
4	1 13 8	1 16 6	2 3 7	2 7 4	1 0 8	1 0 4
5	1 14 8	1 15 2	2 5 2	2 6 4	1 1 7	1 0 6
6	1 16 11	2 2 8	2 9 9	2 17 7	0 19 11	0 19 11
7	1 16 8	2 5 2	2 8 2	2 18 4	1 0 4	1 0 7
8	1 16 6	1 18 7	2 10 4	2 11 1	1 0 9	0 19 11
9	1 14 9	1 19 9	2 5 7	2 12 0	1 0 0	1 1 4
10	1 18 9	2 2 10	2 10 2	2 14 7	1 2 4	1 5 7
11	1 16 4	1 15 8	2 6 8	2 7 2	1 1 1	1 0 10
12	1 13 10	1 15 1	2 4 7	2 5 7	1 0 9	1 0 6
13	1 19 1	1 19 0	2 9 2	2 8 6	1 1 6	1 0 5
14	2 0 11	2 3 6	2 12 2	2 14 1	1 2 6	1 1 5
15	1 16 2	2 0 4	2 7 0	2 11 7	1 0 8	1 0 8
16	1 15 8	1 19 2	2 6 8	2 10 6	1 0 7	1 0 7
17	1 14 8	1 18 5	2 1 7	2 7 3	1 0 3	0 19 9
18	1 18 11	1 18 3	2 10 10	2 7 9	1 2 11	1 1 5
19	1 16 5	1 16 11	2 5 7	2 6 0	1 1 9	1 2 6
20	1 14 9	2 0 5	2 2 11	2 9 11	1 0 9	1 2 0
21	1 17 3	2 2 7	2 5 8	2 13 10	1 0 5	1 0 7
22	1 16 11	1 19 8	2 5 9	2 8 9	1 0 8	1 0 9
23	1 13 6	2 0 0	2 2 11	2 13 9	0 19 10	1 0 0
24	1 13 0	2 1 4	2 2 11	2 11 6	1 0 0	1 0 4
25	2 4 7	2 9 2	2 15 6	3 2 0	1 1 1	1 2 5
26	1 17 9	1 11 3	2 6 8	1 19 5	1 1 6	1 3 3
27	1 15 1	1 15 9	2 5 1	2 4 4	1 2 5	1 1 6
28	1 10 7	2 4 5	2 1 11	2 18 11	1 3 11	1 6 6
29	1 15 0	1 18 0	2 7 7	2 8 1	1 1 3	1 0 2
30	1 15 2	2 0 5	2 5 0	2 10 6	1 0 11	1 0 9
31	1 15 8	1 19 4	2 6 2	2 10 6	1 0 7	1 0 8

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TABLE 13—*continued.*

London and County Boroughs.	Income for Maintenance per Scholar from				
	School Pence, Books, &c.		Voluntary Contributions.	Rates.	
	Voluntary Schools.	Board Schools.	Voluntary Schools.	Board Schools.	
ENGLAND (excluding Monmouthshire).	£ s. d.	£ s. d	£ s. d.	£ s. d.	
London	0 3 9	—	0 8 8	2 4 9	1
Barrow-in-Furness	0 2 9	0 1 2	0 2 1	1 0 4	2
Bath	0 1 3	0 0 1	0 6 7	0 19 7	3
Birkenhead	0 5 3	—	0 1 5	1 2 5	4
Birmingham	0 1 1	0 0 0	0 4 7	1 7 7	5
Blackburn	0 4 5	0 3 0	0 3 10	1 2 11	6
Bolton	0 0 10	0 1 9	0 5 11	1 0 7	7
Bootle	0 4 4	0 0 0	0 2 0	0 18 2	8
Bournemouth	0 2 9	—	0 9 5	—	9
Bradford	0 0 10	0 0 11	0 5 6	1 6 9	10
Brighton	0 1 8	0 2 8	0 10 9	1 11 0	11
Bristol	0 2 1	0 0 8	0 3 6	1 5 11	12
Burnley	0 2 5	0 0 8	0 3 2	1 2 0	13
Bury	0 4 4	—	0 5 0	—	14
Canterbury	0 5 0	—	0 6 7	1 12 8	15
Chester	0 3 11	—	0 4 6	—	16
Coventry	0 3 2	0 0 0	0 2 0	1 4 4	17
Croydon	0 4 3	0 0 0	0 6 6	1 12 6	18
Derby	0 3 4	0 3 4	0 2 10	1 3 8	19
Devonport	0 6 9	0 0 0	0 1 5	1 3 3	20
Dudley	0 1 6	—	0 3 2	0 13 1	21
Exeter	0 5 4	—	0 5 10	1 12 3	22
Gateshead	0 2 3	0 2 3	0 1 11	0 15 9	23
Gloucester	0 2 6	—	0 2 2	1 4 7	24
Grimsby	0 1 8	—	0 2 1	0 15 2	25
Halifax	0 1 4	0 0 6	0 6 5	1 13 10	26
Hanley	0 0 9	0 1 11	0 2 1	0 18 2	27
Hastings	0 1 11	—	0 14 0	2 0 1	28
Huddersfield	0 0 4	0 0 1	0 9 0	1 7 3	29
Ipswich	0 1 11	0 1 10	0 1 8	1 0 3	30
Kingston-upon-Hull	0 1 2	—	0 3 4	0 10 7	31
Leeds	0 1 2	0 1 1	0 5 2	1 3 10	32
Leicester	0 1 6	—	0 3 10	1 0 0	33
Lincoln	0 2 9	—	0 4 4	—	34
Liverpool	0 3 6	0 3 3	0 3 4	1 0 3	35
Manchester	0 2 6	0 2 7	0 3 4	1 0 4	36

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	Expenditure for Maintenance per Scholar.				Average Rate of Annual Grant earned per Scholar under Articles 98–105.	
	For Salaries.		Total.			
	Voluntary Schools.	Board Schools.	Voluntary Schools.	Board Schools.	Voluntary Schools.	Board Schools.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	1 19 7	3 0 7	2 13 9	3 17 1	1 0 6	1 1 6
2	1 11 3	1 19 6	2 1 7	2 15 2	1 0 11	1 3 4
3	1 14 4	1 14 6	2 4 3	2 8 4	1 0 8	1 0 5
4	1 14 7	2 4 5	2 6 1	2 14 2	1 1 0	1 1 7
5	1 13 3	2 7 5	2 3 7	2 19 6	1 0 8	1 1 8
6	1 14 8	2 3 3	2 9 0	2 18 7	1 0 8	1 0 10
7	1 14 0	2 1 9	2 6 6	2 15 0	1 0 8	1 2 4
8	1 13 2	2 3 6	2 5 0	2 12 5	1 0 10	1 1 5
9	1 13 7	—	2 5 5	—	1 0 0	—
10	1 12 4	2 10 11	2 5 9	3 2 2	1 0 6	1 1 8
11	2 3 0	2 13 0	2 16 9	3 9 5	1 0 10	1 0 3
12	1 12 10	2 5 11	2 3 0	2 17 1	0 19 1	1 1 3
13	1 15 2	2 5 3	2 7 0	2 18 3	1 0 3	1 2 0
14	1 17 2	—	2 10 4	—	1 0 0	—
15	1 16 3	2 15 4	2 8 6	3 4 7	1 0 1	1 0 7
16	1 13 9	—	2 7 3	—	1 0 10	—
17	1 13 4	2 4 6	2 2 7	2 14 3	1 0 4	1 1 2
18	1 17 10	2 8 2	2 9 5	3 2 6	1 0 5	1 1 5
19	1 15 4	2 8 1	2 6 11	3 2 8	1 1 0	1 2 11
20	1 14 7	2 2 7	2 3 2	2 15 1	1 0 7	1 2 4
21	1 12 4	1 13 3	2 1 6	2 2 11	0 19 9	1 0 5
22	1 18 5	2 7 11	2 11 4	3 2 5	1 1 11	1 0 1
23	1 10 8	1 18 11	2 1 10	2 8 7	1 0 4	1 1 5
24	1 13 1	2 1 1	2 3 7	2 15 0	1 0 9	1 0 7
25	1 8 2	1 16 7	1 19 10	2 8 11	1 1 6	1 3 9
26	1 14 8	2 9 9	2 8 1	3 6 5	1 0 8	1 1 4
27	1 10 4	2 1 0	1 18 7	2 14 1	1 0 0	1 0 7
28	1 10 0	2 16 4	2 10 8	3 11 8	1 0 10	1 1 9
29	1 15 1	2 8 9	2 8 7	3 3 11	1 0 5	1 3 2
30	1 10 1	2 2 10	1 17 8	2 16 1	1 0 0	1 1 11
31	1 12 0	1 14 3	2 1 5	2 2 1[illegible]	1 0 3	1 2 6
32	1 12 5	2 7 6	2 4 6	2 19 11	1 1 1	1 2 10
33	1 12 1	2 0 6	2 3 9	2 12 6	1 0 7	1 1 5
34	1 14 1	—	2 3 1	—	1 1 [illegible]	—
35	1 14 1	2 3 9	2 4 9	2 15 11	1 0 8	1 2 9
36	1 13 3	2 3 9	2 5 5	2 16 3	1 0 7	1 2 7

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TABLE 13—*continued.*

London and County Boroughs.	Income for Maintenance per Scholar from				
	School Pence, Books, &c.		Voluntary Contributions.	Rates.	
	Voluntary Schools.	Board Schools.	Voluntary Schools.	Board Schools.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
Middlesbrough	0 2 7	0 2 1	0 2 10	1 0 9	1
Newcastle-on-Tyne	0 2 2	0 0 1	0 6 9	0 17 10	2
Northampton	0 1 8	0 0 1	0 6 0	1 3 2	3
Norwich	0 1 11	0 0 6	0 8 0	1 0 5	4
Nottingham	0 1 1	0 1 7	0 3 11	1 4 5	5
Oldham	0 1 6	0 0 4	0 2 10	1 4 3	6
Oxford	0 3 4	0 13 5	0 7 0	1 17 0	7
Plymouth	0 3 5	—	0 2 9	1 1 0	8
Portsmouth	0 1 10	—	0 6 7	0 14 9	9
Preston	0 3 0	—	0 4 9	—	10
Reading	0 2 2	—	0 6 0	1 11 2	11
Rochdale	0 0 6	0 1 2	0 4 9	1 2 8	12
Saint Helens	0 1 1	—	0 3 8	—	13
Salford	0 2 6	0 2 0	0 3 6	1 0 3	14
Sheffield	0 1 8	—	0 3 1	0 19 0	15
Southampton	0 0 6	—	0 2 5	1 14 5	16
South Shields	0 3 2	0 2 4	0 1 7	0 14 2	17
Stockport	0 6 8	—	0 1 7	—	18
Sunderland	0 1 5	0 1 0	0 2 4	0 13 0	19
Walsall	0 1 10	0 0 0	0 1 10	0 11 7	20
West Bromwich	0 0 7	—	0 1 3	0 18 4	21
West Ham	0 2 10	—	0 5 10	1 12 5	22
Wigan	0 2 6	—	0 3 4	—	23
Wolverhampton	0 2 2	0 1 4	0 2 5	1 1 4	24
Worcester	0 1 3	—	0 4 7	1 6 8	25
Yarmouth, Great	0 3 2	—	0 2 9	0 15 0	26
York	0 2 6	—	0 3 6	1 7 3	27
England (excluding Monmouthshire)	0 2 10	0 0 7	0 5 2	1 11 8	28
WALES AND MONMOUTHSHIRE.					
Cardiff	0 0 4	0 0 10	0 4 2	1 0 8	29
Newport (Mon.)	—	—	0 1 7	0 17 4	30
Swansea	0 2 4	0 1 0	0 3 0	1 2 1	31
Wales and Monmouthshire	0 0 10	0 0 8	0 3 4	1 0 4	32
England and Wales (London and County Boroughs)	0 2 9	0 0 7	0 5 1	1 10 11	33

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	Expenditure for Maintenance per Scholar.				Average Rate of Annual Grant earned per Scholar under Articles 98–105.	
	For Salaries.		Total.			
	Voluntary Schools.	Board Schools.	Voluntary Schools.	Board Schools.	Voluntary Schools.	Board Schools.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	1 11 10	2 3 4	2 3 0	2 11 5	1 0 3	1 2 0
2	1 15 5	1 18 4	2 8 10	2 8 10	1 1 3	1 1 11
3	1 15 6	2 4 1	2 4 7	2 13 9	1 0 9	1 1 2
4	1 14 7	2 2 0	2 6 1	2 14 2	1 0 7	1 2 6
5	1 14 8	2 7 11	2 6 8	2 19 8	1 0 10	1 2 0
6	1 13 2	2 5 3	2 3 3	2 18 10	0 19 10	1 2 7
7	1 15 10	2 6 5	2 7 11	4 5 10	1 0 8	1 4 6
8	1 13 5	2 0 1	2 3 5	2 11 0	1 0 0	1 1 8
9	1 13 11	1 16 1	2 3 9	2 6 3	1 0 6	1 0 6
10	1 12 1	—	2 5 1	—	1 0 1	—
11	1 17 9	2 8 7	2 6 2	3 2 9	1 0 0	1 1 7
12	1 14 7	2 3 11	2 5 7	2 15 9	0 19 9	1 2 1
13	1 11 0	—	2 1 5	—	1 0 2	—
14	1 12 6	2 0 11	2 4 7	2 13 5	1 0 8	1 1 2
15	1 12 10	2 0 6	2 2 9	2 11 7	1 0 7	1 2 4
16	1 11 0	2 12 11	2 1 5	3 4 2	1 0 9	1 1 2
17	1 11 1	2 1 1	2 0 10	2 12 5	1 0 2	1 1 6
18	1 15 10	—	2 7 10	—	1 1 0	—
19	1 10 7	1 17 2	2 0 2	2 6 5	1 0 2	1 2 6
20	1 10 9	1 13 6	1 18 7	2 2 11	1 0 4	1 0 5
21	1 9 6	2 0 7	1 16 5	2 8 7	0 19 5	1 0 5
22	1 15 1	2 11 7	2 5 8	3 4 4	0 19 11	1 1 3
23	1 11 6	—	2 3 8	—	1 1 3	—
24	1 11 10	2 1 11	2 1 0	2 14 4	1 0 3	1 1 10
25	1 11 1	2 4 3	2 0 8	2 16 4	1 0 8	1 1 2
26	1 16 11	1 19 3	2 10 2	2 7 3	1 1 2	1 1 3
27	1 14 0	2 5 8	2 4 3	2 18 6	1 0 9	1 2 8
28	1 15 0	2 10 7	2 6 11	3 4 3	1 0 7	1 1 9
29	1 11 4	2 3 8	2 2 11	2 13 4	0 19 5	1 2 6
30	1 7 11	1 17 9	1 18 4	2 7 10	0 19 11	1 0 11
31	1 14 10	2 4 7	2 4 7	2 16 1	1 1 4	1 2 7
32	1 11 8	2 2 7	2 2 6	2 13 0	1 0 1	1 2 2
33	1 14 11	2 10 4	2 6 10	3 3 11	1 0 6	1 1 9

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TABLE 14.—SOME PARTICULARS OF INCOME AND EXPENDITURE* FOR VOLUNTARY DAY SCHOOLS CONNECTED

—	Income for Maintenance per Scholar (in actual average attendance) from						
	School Pence Books, etc.			Voluntary Contributions.			
SCHOOLS IN ADMINISTRATIVE COUNTIES.							
ENGLAND.	£	s.	d.	£	s.	d.	
Schools connected with the *National Society* or *Church of England*	0	0	10	0	7	3	1
Wesleyan Schools	0	3	9	0	3	8	2
Roman Catholic Schools	0	0	4	0	6	3	3
British and other Schools	0	2	3	0	6	8	4
WALES.							
Schools connected with the *National Society* or *Church of England*	0	0	2	0	7	9	5
Wesleyan Schools	0	3	4	0	5	1	6
Roman Catholic Schools	0	0	0	0	4	8	7
British and other Schools	0	0	2	0	7	6	8
SCHOOLS IN COUNTY BOROUGHS.							
ENGLAND.							
Schools connected with the *National Society* or *Church of England*	0	2	9	0	4	9	9
Wesleyan Schools	0	7	0	0	2	1	10
Roman Catho Schools	0	0	9	0	6	4	11
British and other Schools	0	5	6	0	8	5	12
WALES.							
Schools connected with the *National Society* or *Church of England*	0	2	0	0	4	2	13
Wesleyan Schools		—			—		14
Roman Catholic Schools		—		0	2	3	15
British and other Schools		—		0	3	8	16
ALL VOLUNTARY SCHOOLS IN ENGLAND AND WALES.							
All Schools connected with the *National Society* or *Church of England*	0	1	4	0	6	7	17
All *Wesleyan* Schools	0	4	10	0	3	2	18
All *Roman Catholic* Schools	0	0	7	0	6	2	19
All *British* and other Schools	0	2	11	0	7	1	20

* See the Note at the head of Table 13.

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MAINTENANCE AND ANNUAL GRANT EARNED PER SCHOLAR† IN WITH THE SEVERAL DENOMINATIONS

	Expenditure for Maintenance per Scholar (in actual average attendance).						Average Rate of Annual Grant earned per Scholar (in average attendance for payment) under Articles 98–105.		
	For Salaries.			Total.					
	£	s.	d.	£	s.	d.	£	s.	d.
1	1	15	6	2	6	3	1	0	8
2	1	15	6	2	6	3	1	0	4
3	1	10	10	2	4	10	0	19	8
4	1	16	3	2	7	0	1	0	6
5	1	15	7	2	5	3	1	1	0
6	1	12	6	2	6	9	1	1	3
7	1	8	7	2	0	10	0	18	9
8	1	16	0	2	5	8	1	1	2
9	1	15	3	2	6	3	1	0	6
10	1	16	9	2	7	5	1	0	11
11	1	10	9	2	4	4	1	0	4
12	2	2	10	2	17	9	1	1	2
13	1	15	0	2	7	0	1	0	6
14		—			—			—	
15	1	7	10	1	18	1	0	19	8
16	1	12	4	2	1	5	1	0	3
17	1	15	5	2	6	3	1	0	8
18	1	15	11	2	6	8	1	0	7
19	1	10	9	2	4	4	1	0	2
20	1	17	9	2	9	5	1	0	9

† These particulars are given for Voluntary Schools (regardless of denominations) and for Board Schools in Tables 8 and 13.

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2.—EVENING

TABLE 15.—NUMBER OF SCHOOLS, NUMBER OF

Administrative Counties (excluding London).	Number of Schools (Institutions).		Number of Departments.		Number of Scholars on the Register for the Session.		No. of Departments		
	Voluntary.	Board.	Voluntary.	Board.	Voluntary.	Board.	Reading or Recitation, or both combined.	Writing and Composition.	
ENGLAND (excluding Monmouthshire).									
Bedford	20	13	22	16	609	760	16	20	1
Berks	30	2	34	2	1,092	52	2	3	2
Buckingham	19	5	20	6	658	156	6	7	3
Cambridge	72	10	86	14	2,742	431	7	10	4
Isle of Ely	19	14	20	15	710	518	7	10	5
Chester	92	22	101	26	8,186	3,108	7	38	6
Cornwall (including the Scilly Islands)	82	42	87	46	2,925	1,804	15	47	7
Cumberland	60	13	61	14	2,035	1,157	3	7	8
Derby	68	43	71	52	3,964	3,029	20	48	9
Devon	127	56	153	69	3,528	1,998	3	8	10
Dorset	110	—	128	—	3,578	—	2	9	11
Durham	130	52	161	63	9,029	4,711	21	64	12
Essex	69	54	75	67	2,466	6,065	40	57	13
Gloucester	22	10	23	10	1,127	455	14	16	14
Hereford	15	3	17	3	469	111	—	—	15
Hertford	24	8	27	8	689	597	7	12	16
Huntingdon	16	1	16	1	480	96	5	7	17
Kent	32	16	35	21	1,383	1,230	9	14	18
Lancaster	365	73	416	92	30,177	8,305	94	232	19
Leicester	82	3	97	3	5,054	253	11	22	20
Lincoln, Parts of Holland	18	19	19	21	666	837	2	5	21
„ „ Kesteven	63	3	66	4	2,132	127	2	4	22
„ „ Lindsey	46	8	47	8	1,347	178	4	11	23
Middlesex	5	16	5	18	232	2,469	5	15	24
Norfolk	53	32	55	37	1,339	875	6	7	25
Northampton	58	11	64	13	2,645	1,377	11	11	26
Soke of Peterborough	3	—	3	—	125	—	1	1	27
Northumberland	100	12	110	15	3,258	613	4	18	28
Nottingham	33	15	38	18	1,768	1,704	6	8	29
Oxford	23	1	24	1	669	25	10	12	30
Rutland	12	—	12	—	252	—	2	2	31
Salop	32	9	34	11	967	470	1	4	32
Somerset	144	10	152	14	5,026	806	6	7	33

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CONTINUATION SCHOOLS.

SCHOLARS, AND SOME OF THE SUBJECTS OF INSTRUCTION.

	in which Scholars were examined in					Number of Schools in which Instruction was given in								
	Reading and Writing combined.	Arithmetic.	Vocal Music.	Domestic Economy (Girls and Women).	Needlework (Girls and Women).	Drawing.	Manual or Technical Instruction	Science.	Physical Exercises.	Military Drill (Boys and Men).	Cookery (Girls and Women).	Laundry Work (Girls and Women).	Dairy Work (Girls and Women).	Housewifery (Girls and Women).
1	13	24	4	1	8	5	1	2	1	—	—	—	—	—
2	4	6	2	4	11	19	4	7	—	1	1	—	—	—
3	12	21	6	1	2	8	1	1	—	—	—	—	—	—
4	7	17	25	13	35	60	21	10	3	1	6	—	—	—
5	12	17	5	3	5	4	4	—	1	1	1	—	—	—
6	21	54	27	25	59	53	14	24	6	—	34	13	—	—
7	62	104	9	6	22	30	—	4	1	—	1	1	—	—
8	2	18	14	7	12	14	2	2	—	—	2	1	—	—
9	39	88	22	16	41	79	1	38	2	—	6	—	—	—
10	14	22	10	32	76	74	47	16	1	—	18	—	—	—
11	8	17	27	12	31	44	23	9	4	—	8	2	—	—
12	46	119	42	25	79	53	6	15	4	1	23	3	—	—
13	23	71	34	16	44	66	12	22	13	1	13	—	—	—
14	14	26	12	—	3	7	2	2	1	—	3	1	—	—
15	1	1	7	1	5	5	—	5	—	—	—	—	—	—
16	3	22	6	3	9	9	3	2	—	—	4	—	—	—
17	2	10	5	1	3	5	—	1	—	—	—	—	—	—
18	8	24	5	8	11	16	—	5	3	—	2	—	—	—
19	114	327	120	91	245	136	8	48	11	1	65	17	—	1
20	11	35	32	16	49	41	3	16	3	—	4	1	—	—
21	12	12	12	4	15	7	—	2	—	—	—	—	—	—
22	2	6	16	11	20	26	1	13	—	—	7	1	—	—
23	8	14	7	4	8	36	6	10	1	—	2	—	—	—
24	7	21	6	2	11	7	3	3	5	—	1	—	—	—
25	6	17	8	6	6	34	7	9	1	1	1	—	—	—
26	8	16	15	12	18	21	3	15	3	—	4	—	—	—
27	2	3	—	—	—	—	—	—	—	—	—	—	—	—
28	11	22	9	18	28	61	—	9	2	2	2	1	—	—
29	7	14	16	6	18	17	1	15	—	—	2	—	—	1
30	10	19	4	1	3	4	—	1	—	—	—	—	—	—
31	6	5	4	—	3	8	—	4	1	—	—	—	—	—
32	10	21	4	3	7	8	-	8	—	—	—	—	—	—
33	1	10	22	22	46	69	25	22	4	—	5	—	—	1

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TABLE 15—*continued.*

Administrative Counties, (excluding London).	Number of Schools (Institutions).		Number of Departments.		Number of Scholars on the Register for the Session.		No. of Departments		
	Voluntary.	Board.	Voluntary.	Board.	Voluntary.	Board.	Reading or Recitation, or both combined.	Writing and Composition.	
Southampton	54	12	59	15	2,272	691	2	5	1
Isle of Wight	2	6	2	6	147	360	3	1	2
Stafford	57	61	60	75	4,651	9,205	31	44	3
Suffolk, East	93	17	101	18	2,709	628	8	12	4
„ West	42	15	44	17	991	620	14	16	5
Surrey	46	21	51	24	2,178	936	3	3	6
Sussex—East	6	8	6	8	249	265	6	9	7
„ West	9	—	10	—	271	—	4	5	8
Warwick	49	9	54	9	1,960	2,437	—	3	9
Westmorland	16	1	16	1	529	17	—	1	10
Wilts	104	14	117	18	3,983	739	3	3	11
Worcester	43	10	49	13	4,030	1,492	7	11	12
York, East Riding	5	1	5	1	166	13	2	5	13
„ North „	33	10	33	11	1,083	717	4	17	14
„ West „	110	143	130	186	6,283	11,057	52	120	15
ENGLAND (excluding Monmouthshire)	2,713	904	3,016	1,090	132,839	73,424	488	991	16
WALES AND MONMOUTHSHIRE.									
Anglesey	—	3	—	4	—	215	—	4	17
Brecknock	4	10	4	12	168	742	3	7	18
Cardigan	7	27	7	28	261	885	4	21	19
Carmarthen	24	44	26	58	1,131	3,316	10	26	20
Carnarvon	23	24	24	27	908	918	11	28	21
Denbigh	6	12	6	14	169	1,050	8	12	22
Flint	10	6	10	6	412	541	5	6	23
Glamorgan	30	125	39	136	2,107	9,049	25	48	24
Merioneth	3	22	3	23	92	903	10	15	25
Montgomery	2	2	2	2	62	243	—	2	26
Pembroke	12	8	12	8	471	370	3	15	27
Radnor	4	—	4	—	172	—	1	2	28
Monmouth	6	27	6	35	237	3,449	10	18	29
WALES AND MONMOUTHSHIRE	131	310	143	358	6,190	21,681	99	204	30
ENGLAND AND WALES (Administrative Counties, excluding London)	2,844	1,214	3,159	1,443	139,029	95,105	587	1,195	31

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	in which Scholars were examined in					Number of Schools in which Instruction was given in								
	Reading and Writing combined.	Arithmetic.	Vocal Music.	Domestic Economy. (Girls and Women).	Needlework. (Girls and Women).	Drawing.	Manual or Technical Instruction.	Science.	Physical Exercises	Military Drill (Boys and Men).	Cookery (Girls and Women).	Laundry Work (Girls and Women).	Dairy Work (Girls and Women).	Housewifery (Girls and Women).
1	9	10	5	7	10	21	3	13	3	1	1	—	—	—
2	-	1	3	—	2	6	2	1	—	—	1	—	—	—
3	31	56	28	17	51	43	8	26	6	1	14	3	—	1
4	61	26	13	9	21	46	3	11	—	—	—	—	—	—
5	19	33	14	2	11	29	2	10	—	—	—	—	—	—
6	4	4	8	10	15	36	6	31	5	1	3	—	—	—
7	4	13	—	2	2	5	—	—	—	—	1	—	—	—
8	2	5	—	—	1	3	—	2	—	—	—	—	—	—
9	8	8	8	10	20	15	10	3	2	1	6	—	—	—
10	—	1	3	—	1	3	—	—	—	—	—	—	—	—
11	11	18	13	14	20	43	15	11	3	—	6	—	—	—
12	10	16	12	8	18	17	3	7	2	2	4	—	—	—
13	—	6	3	—	2	1	—	—	—	—	—	—	—	—
14	13	27	3	5	9	12	1	4	—	—	2	—	—	—
15	87	187	45	50	137	176	30	49	23	1	37	3	—	—
16	765	1,614	696	504	1,253	1,482	261	508	115	16	290	47	—	4
17	—	4	2	2	1	1	—	—	—	—	—	—	—	—
18	9	14	1	—	5	—	—	—	—	—	—	—	—	—
19	10	34	5	—	4	—	—	2	—	—	—	—	—	—
20	51	77	15	4	28	2	—	2	—	—	—	—	—	—
21	17	41	6	4	8	3	—	1	—	—	—	—	—	—
22	6	18	3	—	2	1	—	—	—	—	—	1	—	—
23	7	13	8	1	1	1	—	2	—	—	—	—	—	—
24	117	159	24	13	47	6	6	2	—	1	5	—	—	—
25	12	26	7	—	4	—	—	—	1	—	1	—	—	—
26	—	4	—	—	—	1	—	1	—	—	—	—	—	—
27	6	19	12	—	5	2	—	—	—	—	—	—	—	—
28	2	4	2	—	2	1	—	—	—	—	—	—	—	—
29	22	30	7	4	19	8	—	2	—	—	—	—	—	—
30	259	443	92	28	126	26	6	12	1	1	6	1	—	—
31	1,024	2,057	787	532	1,379	1,508	287	520	116	17	296	48	—	4

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TABLE 15—*continued.*

London and County Boroughs.	Number of Schools (Institutions).		Number of Departments.		Number of Scholars on the Register for the Session.		No. of Departments.		
	Voluntary.	Board.	Voluntary.	Board.	Voluntary.	Board.	Reading or Recitation, or both combined.	Writing and Composition.	
ENGLAND (excluding Monmouthshire).									
London	38	287	40	368	5,910	108,030	113	228	1
Barrow-in-Furness	1	5	1	5	102	480	3	3	2
Bath	—	3	—	3	—	411	—	—	3
Birkenhead	2	5	2	9	84	1,403	—	8	4
Birmingham	—	23	—	23	—	9,213	1	2	5
Blackburn	17	13	24	21	1,925	1,923	10	16	6
Bolton	4	18	7	33	363	3,187	11	14	7
Bootle	1	2	2	2	353	938	3	4	8
Bournemouth	7	—	9	—	440	—	—	1	9
Bradford	3	50	4	68	372	5,855	15	35	10
Brighton	—	9	—	11	—	2,045	8	10	11
Bristol	3	22	4	30	86	3,306	14	16	12
Burnley	1	10	1	10	114	2,142	6	7	13
Bury	5	—	5	—	389	—	2	5	14
Canterbury	—	—	—	—	—	—	—	—	15
Chester	2	—	2	—	166	—	—	2	16
Coventry	2	3	2	3	599	523	1	2	17
Croydon	—	5	—	5	—	450	2	2	18
Derby	3	4	4	8	207	1,656	1	8	19
Devonport	6	5	8	9	548	661	3	9	20
Dudley	—	5	—	7	—	831	3	2	21
Exeter	3	3	3	3	184	158	1	—	22
Gateshead	—	10	—	11	—	1,755	2	7	23
Gloucester	2	4	2	5	396	882	—	—	24
Grimsby	2	3	2	6	333	802	—	—	25
Halifax	14	—	14	—	2,041	—	1	5	26
Hanley	—	5	—	5	—	1,490	3	3	27
Hastings	—	5	—	5	—	320	2	4	28
Huddersfield	3	13	3	13	346	1,372	6	7	29
Ipswich	—	14	—	14	—	1,100	1	—	30
Kingston-upon-Hull	1	1	1	1	619	80	2	2	31
Leeds	3	46	4	55	417	7,437	24	18	32
Leicester	9	13	9	13	1,884	2,537	5	6	33
Lincoln	4	—	6	—	353	—	—	3	34
Liverpool	8	35	9	54	1,374	8,096	7	40	35
Manchester	9	64	9	131	3,558	19,230	71	86	36

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	in which Scholars were examined in					Number of Schools in which Instruction was given in								
	Reading and Writing combined.	Arithmetic.	Vocal Music.	Domestic Economy (Girls and Women).	Needlework (Girls and Women).	Drawing.	Manual or Technical Instruction.	Science.	Physical Exercises.	Military Drill (Boys and Men).	Cookery (Girls and Women).	Laundry Work (Girls and Women).	Dairy Work (Girls and Women).	Housewifery (Girls and Women).
1	141	343	158	8	174	153	200	89	256	6	141	50	—	3
2	4	6	—	2	2	5	5	—	—	—	—	—	—	—
3	--	1	—	—	1	2	2	1	—	—	—	—	—	—
4	5	9	3	1	4	4	—	3	1	—	3	—	—	—
5	15	16	7	—	7	1	—	9	2	—	5	—	—	—
6	21	30	12	17	21	4	—	4	—	—	7	—	—	—
7	23	22	11	15	20	12	—	4	2	—	10	1	—	—
8	—	4	—	2	3	2	—	2	2	—	—	—	—	—
9	—	—	1	2	5	1	1	2	2	—	1	—	—	—
10	21	41	20	32	51	21	12	20	1	—	16	2	—	—
11	1	9	4	—	7	—	6	—	1	—	5	1	—	—
12	13	28	17	3	20	8	6	2	7	1	10	—	—	—
13	7	8	2	6	10	10	3	4	5	2	8	—	—	—
14	—	3	—	2	2	—	—	—	—	—	—	—	—	—
15	—	—	—	—	—	—	—	—	—	—	—	—	—	—
16	—	1	—	—	—	1	1	—	1	—	—	—	—	—
17	3	4	3	—	4	—	—	1	—	—	—	—	—	—
18	3	5	1	—	1	1	—	2	1	—	2	—	—	—
19	6	11	1	—	5	5	4	4	—	1	4	2	—	—
20	5	13	1	3	2	1	—	1	—	—	—	—	—	—
21	4	4	1	1	3	1	1	—	1	—	3	—	—	—
22	3	3	—	1	1	—	—	—	3	—	—	—	—	—
23	4	8	5	—	9	7	—	—	—	—	2	—	—	—
24	3	3	3	—	2	2	—	—	2	—	2	—	—	—
25	7	7	5	—	4	—	2	—	—	—	—	—	—	—
26	7	8	8	5	12	8	9	1	4	1	6	4	—	—
27	1	4	4	3	5	4	1	1	3	—	1	—	—	—
28	2	3	2	—	1	4	3	3	4	—	1	—	—	—
29	8	14	2	—	3	6	10	10	—	—	3	—	—	—
30	12	11	1	—	2	1	1	—	3	—	1	—	—	—
31	—	2	1	—	—	—	—	—	1	—	—	—	—	—
32	34	28	26	4	20	52	39	5	—	—	16	—	—	—
33	15	6	17	12	16	15	—	2	13	1	10	—	—	—
34	1	5	—	—	3	1	1	—	1	1	1	—	—	—
35	7	38	16	19	24	16	7	12	9	—	17	3	—	—
36	65	111	36	12	87	69	5	48	22	4	75	9	—	—

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TABLE 15—*continued.*

London and County Boroughs.	Number of Schools (Institutions).		Number of Departments.		Number of Scholars on the Register for the Session.		No. of Departments		
	Voluntary.	Board.	Voluntary.	Board.	Voluntary.	Board.	Reading or Recitation, or both combined.	Writing and Composition.	
Middlesbrough	1	6	1	6	192	471	—	4	1
Newcastle-on-Tyne	4	4	4	9	228	1,614	5	6	2
Northampton	2	2	2	2	91	212	2	2	3
Norwich	2	8	2	11	181	1,544	6	6	4
Nottingham	5	21	5	25	488	6,737	29	27	5
Oldham	2	26	2	46	223	4,848	6	13	6
Oxford	—	5	—	5	—	379	1	3	7
Plymouth	2	8	3	11	125	1,041	2	8	8
Portsmouth	2	5	2	5	313	1,811	1	5	9
Preston	17	—	22	—	4,863	—	6	13	10
Reading	1	4	1	4	39	1,432	—	4	11
Rochdale	1	12	1	14	38	1,889	13	14	12
Saint Helens	15	—	20	—	1,399	—	11	17	13
Salford	1	26	1	36	186	4,775	21	23	14
Sheffield	2	45	2	45	894	7,041	5	6	15
Southampton	1	2	1	5	36	753	1	3	16
South Shields	—	4	—	4	—	653	—	2	17
Stockport	8	—	11	—	1,724	—	2	7	18
Sunderland	5	13	5	13	1,018	1,141	1	7	19
Walsall	—	3	—	6	—	1,111	—	2	20
West Bromwich	—	2	—	2	—	764	2	2	21
West Ham	1	13	1	13	31	1,347	6	9	22
Wigan	11	—	14	—	1,662	—	2	5	23
Wolverhampton	3	7	5	7	774	1,365	1	8	24
Worcester	1	—	2	—	67	—	—	1	25
Yarmouth, Great	1		1	3	80	535	—	1	26
York	2	3	2	3	78	595	1	4	27
England (excluding Monmouthshire)	248	927	287	1,206	37,893	230,421	445	757	28
WALES AND MONMOUTHSHIRE.									
Cardiff	—	10	—	19	—	1,929	—	3	29
Newport (Mon.)	—	9	—	14	—	1,323	2	6	30
Swansea	2	14	3	23	287	3,264	4	7	31
Wales and Monmouthshire	2	33	3	56	287	6,516	6	16	32
England and Wales (London and County Boroughs)	245	960	290	1,262	38,180	236,937	451	773	33

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	Number of Schools in which Scholars were examined in					Number of Schools in which Instruction was given in								
	Reading and Writing combined.	Arithmetic.	Vocal Music.	Domestic Economy (Girls and Women).	Needlework (Girls and Women).	Drawing.	Manual or Technical Instruction.	Science.	Physical Exercises.	Military Drill (Boys and Men).	Cookery (Girls and Women).	Laundry Work (Girls and Women).	Dairy Work (Girls and Women).	Housewifery (Girls and Women).
1	3	7	1	—	—	6	—	2	—	—	—	—	—	—
2	4	8	6	—	7	3	4	2	6	—	4	—	—	—
3	1	1	—	2	3	2	—	2	—	—	1	—	—	—
4	5	9	2	—	4	7	1	2	1	—	2	—	—	—
5	—	19	20	—	22	9	17	5	17	2	15	2	—	1
6	33	27	3	1	21	16	23	1	15	—	19	—	—	—
7	2	4	2	—	2	1	—	—	—	—	—	—	—	—
8	12	14	5	3	7	7	4	3	1	—	4	—	—	—
9	2	5	3	2	2	4	—	—	—	—	2	—	—	—
10	5	17	7	3	8	1	—	3	2	—	3	2	—	—
11	1	5	2	—	2	3	2	2	4	—	2	—	—	—
12	—	14	4	6	11	10	1	1	—	—	8	—	—	—
13	4	16	5	2	11	2	1	1	—	—	2	2	—	—
14	11	20	14	23	23	16	—	—	—	—	1	1	—	—
15	44	42	15	—	29	18	10	18	29	2	19	3	—	15
16	3	4	2	—	2	2	2	3	—	2	2	—	—	—
17	3	3	1	1	3	3	—	1	—	—	1	—	—	—
18	1	7	2	4	8	4	—	2	2	1	4	1	—	—
19	4	10	3	—	2	2	—	3	—	—	1	—	—	—
20	4	3	5	1	3	1	—	2	3	1	3	—	—	—
21	—	2	2	—	2	—	—	1	—	—	2	—	—	—
22	5	12	4	—	6	5	3	4	10	—	6	2	—	—
23	9	9	7	3	4	2	—	—	—	—	—	—	—	—
24	—	7	3	6	8	5	—	1	—	—	—	—	—	—
25	1	2	—	—	1	1	—	—	—	—	—	—	—	—
26	4	3	—	—	2	2	2	—	1	—	2	1	—	—
27	—	4	1	—	1	3	4	—	2	1	—	—	—	—
28	602	1,088	487	207	725	552	393	289	439	26	453	86	—	17
29	16	18	8	3	9	—	6	—	—	—	5	—	—	—
30	7	11	1	1	8	—	1	2	—	—	—	—	—	—
31	20	24	8	2	14	8	5	2	10	—	11	1	—	—
32	43	53	17	6	31	8	12	4	10	—	16	1	—	—
33	645	1,186	504	213	756	560	405	293	449	26	469	87	—	17

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B.—Arranged under

I.—Public Elementary

Table 16.—General

Denominations.	Number of Schools actually inspected.						Number of Scholars for whom accommodation is provided.
	Number of Schools, *i.e.*, Institutions under separate Management.	Number of Departments in those Institutions in which separate Head Teachers are employed.					
		Boys.	Girls.	Mixed.	Infants.	Total.	
Schools connected with *National Society* or *Church of England*	11,804	1,745	1,671	9,460	3,665	16,541	2,805,315
Wesleyan Schools	460	29	23	427	238	717	183,825
Roman Catholic Schools	1,052	240	228	802	523	1,793	397,532
British, and other Schools	1,093	158	130	871	404	1,563	337,138
Total Voluntary Schools	14,409	2,172	2,052	11,560	4,830	20,614	3,723,810
School Board Schools	5,691	1,880	1,854	3,696	3,190	10,620	2,785,801
Grand Total	20,100	4,052	3,906	15,256	8,020	31,234	6,509,611

Denominations.	Number of Teachers. (*see* Tables 33 and 34.)					No. of Departments in which Singing is taught.			
	Certificated and Provisionally Certificated Teachers.	Assistant and Provisional Assistant Teachers.	Pupil Teachers.	Probationers.	Additional Teachers (Art. 68.)	By Ear.	Entirely by Staff Notation.	Entirely by Tonic Solfa Notation.	By Tonic Solfa in Stds. I.–IV. and Staff Notation in Stds. V.–VII.
Schools connected with *National Society* or *Church of England*	22,606	13,502	10,320	1,318	11,187	3,331	2,044	10,576	574
Wesleyan Schools	1,229	1,053	1,009	154	423	34	20	631	32
Roman Catholic Schools	2,853	1,051	1,288	186	1,568	176	285	1,286	46
British, and other Schools	2,606	1,678	1,467	216	937	155	65	1,297	43
Total Voluntary Schools	29,294	18,184	14,084	1,874	14,115	3,696	2,414	13,790	695
School Board Schools	34,744	14,252	15,309	691	3,397	881	266	8,851	621
Grand Total	64,038	32,436	29,393	2,565	17,512	4,577	2,680	22,641	1,316

Denominations.		Number and Percentage of Scholars on the School Registers				
		Under 3.	3 and under 4.	4 and under 5.	5 and under 6.	6 and under 7.
Schools connected with *National Society* or *Church of England*	Number	1,689	88,294	174,570	240,237	258,512
	Percentage	·07	3·83	7·58	10·43	11·23
Wesleyan Schools	Number	150	5,943	11,644	15,698	16,739
	Percentage	·10	3·77	7·38	9·95	10·61
Roman Catholic Schools	Number	88	14,756	26,166	34,207	35,598
	Percentage	·02	4·62	8·19	10·73	11·14
British and other Schools	Number	147	9,088	18,696	25,686	28,571
	Percentage	·05	3·32	6·82	9·38	10·44
Total Voluntary Schools	Number	2,074	118,081	231,076	315,913	339,420
	Percentage	·06	3·87	7·56	10·35	11·11
School Board Schools	Number	1,153	86,819	186,042	265,218	289,864
	Percentage	·04	3·30	7·07	10·08	11·01
Grand Total	Number	3,227	204,900	417,118	581,136	629,284
	Percentage	·05	3·62	7·32	10·22	11·07

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Denominations.

Day Schools.

Summary.

Actual Average Number of Scholars in Attendance. (For Average Attendance for Payment, *see* Tables 17 and 18.)			Grants.		
Boys.	Girls.	Total.	Annual Grants paid for Year ending 31 August, 1900.	Rate of Annual Grant paid per Scholar in Actual Average Attendance.	Amount of Fee Grants for Inspection Year of Schools Inspected.
			£ s. d.	£ s. d.	£ s. d.
961,224	921,630	1,882,854	1,955,786 1 8	1 0 9¾	934,728 9 10
66,123	60,470	126,593	131,637 19 1	1 0 9¾	61,862 15 10
126,405	128,719	255,124	257,656 16 9	1 0 2¾	126,897 15 3
117,391	106,915	224,306	233,500 2 6	1 0 9¾	110,845 1 11
1,271,143	1,217,734	2,488,877	2,578,581 0 0	1 0 8¾	1,234,334 2 10
1,128,978	1,048,275	2,177,253	2,332,687 18 3	1 1 5¼	1,083,129 19 0
2,400,121	2,266,009	4,666,130	4,911,268 18 3	1 1 0½	2,317,464 1 10

Number of Schools where Instruction has been given in										Number of Schools in which have been established	
Drawing (Older Scholars).	Manual Instruction (Boys).	Science.	Physical Exercises.	Military Drill (Boys).	Practical Cottage Gardening (Boys).	Practical Cookery (Girls).	Practical Laundry Work (Girls).	Practical Dairy Work (Girls).	Practical Housewifery (Girls).	Savings Banks.	School Libraries.
10,885	401	426	5,104	1,382	79	1,197	81	2	1	4,365	4,718
450	44	53	252	60	—	116	7	—	—	110	160
1,004	34	37	546	120	4	184	16	—	—	187	446
1,001	70	75	549	175	3	181	15	2	—	278	421
13,340	549	591	6,451	1,737	86	1,678	119	4	1	4,940	5,745
5,282	1,159	638	3,224	1,101	24	2,045	615	1	4	2,193	2,369
18,622	1,708	1,229	9,675	2,838	110	3,723	734	5	5	7,133	8,114

on the last day of the School Year (Art. 22), excluding those who have left within the year, aged

7 and under 8.	8 and under 9.	9 and under 10.	10 and under 11.	11 and under 12.	12 and under 13.	13 and under 14.	14 and under 15.	15 and over.	Total.	Number of "Half-time" Scholars during the year.
256,693	250,616	246,618	246,017	234,482	205,032	81,037	17,286	1,979	2,303,062	34,923
11·15	10·88	10·71	10·68	10·18	8·90	3·52	·75	·09	—	
17,243	17,528	16,935	17,046	16,606	14,661	5,834	1,517	235	157,779	7,443
10·93	11·11	10·73	10·80	10·52	9·29	3·70	·96	·15	—	
34,033	34,967	35,127	34,430	31,330	26,550	10,408	1,658	144	319,552	7,431
10·65	10·94	11·00	10·77	9·81	8·30	3·26	·52	·05	—	
29,220	29,434	30,012	30,251	29,844	27,143	11,705	3,433	638	273,868	12,364
10·66	10·75	10·96	11·05	10·89	9·91	4·28	1·25	·24	—	
337,189	332,545	328,692	327,744	312,202	273,386	108,984	23,894	2,996	3,054,261	62,161
11·04	10·89	10·76	10·73	10·23	8·95	3·56	·79	·10	—	
293,495	289,473	283,864	282,991	272,634	245,850	108,283	22,405	3,762	2,631,853	26,875
11·15	11·00	10·79	10·75	10·36	9·34	4·12	·85	·14	—	
630,684	622,018	612,556	610,735	584,896	519,236	217,267	46,299	6,758	5,686,114	89,036
11·09	10·94	10·77	10·74	10·27	9·15	3·82	·82	·12	—	

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TABLE 17.—DEPARTMENTS, SCHOLARS, ATTENDANCES.—SCHOOLS FOR OLDER SCHOLARS.

DENOMINATIONS.	Number of Departments.	Number of Scholars on the School Registers.			
		Under 7 years.*	7 and under 11.	11 years and over.	Total.
Schools connected with *National Society* or *Church of England*	12,876	81,425	876,208	539,590	1,497,223
Wesleyan Schools	479	1,599	60,790	38,843	101,232
Roman Catholic Schools	1,270	5,035	124,462	70,068	199,565
British and other Schools	1,159	6,032	104,919	72,716	183,667
Total Voluntary Schools	15,784	94,091	1,166,379	721,217	1,981,687
School Board Schools	7,430	37,245	992,117	651,746	1,681,108
Grand Total	23,214	131,336	2,158,496	1,372,963	3,662,795

DENOMINATIONS.	Average Number of Scholars in Attendance.											
	(*a*) Actual Average Attendance.			(*b*) Special Average Attendance allowed.				(*c*) Average Attendance disallowed, Article 13.§		Total Number for Payment (*a*+*b*—*c*).		
				Half-timers. Article 12*b*.†		Epidemic Grant. Article 101*‡.						
	Boys.	Girls.	Total.	Boys.	Girls.	B.	G.	B.	G.	Boys.	Girls.	Total.
Schools connected with *National Society* or *Church of England*	667,549	644,503	1,312,052	2,246	2,453	2,047	2,580	116	200	671,726	649,336	1,321,062
Wesleyan Schools	46,601	41,880	88,481	472	525	237	273	28	13	47,282	42,665	89,947
Roman Catholic Schools	84,505	37,756	172,261	472	544	306	405	2	7	85,281	88,698	173,979
British and other Schools	85,314	76,014	161,328	929	752	314	319	38	52	86,519	77,033	163,552
Total Voluntary Schools	883,969	850,153	1,734,122	4,119	4,274	2,904	3,577	184	272	890,808	857,732	1,748,540
School Board Schools	762,418	709,014	1,471,432	1,707	1,768	4,242	5,198	1,368	1,283	766,999	714,697	1,481,696
Grand Total	1,646,387	1,559,167	3,205,554	5,826	6,042	7,146	8,775	1,552	1,555	1,657,807	1,572,429	3,230,236

* In an Infant class in which the average attendance is less than 20 the attendances of the scholars of such class will be reckoned with those of the older scholars (Art. 98).

† Article 12*b* says:—"The attendance of a half-time scholar for less than two consecutive hours is not recognised, but such two consecutive hours are reckoned as an attendance and a half."

‡ Article 101* allows of the Department to compensate for the attendances of children excluded from school on account of infectious diseases.

§ Article 13 says:—"No attendance is as a rule recognised for any scholar under three years of age, or for any scholar who has been under instruction for more than one year in the three elementary subjects in Standard VII, and is upwards of fourteen years of age, or for any scholar while habitually employed as a monitor.

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TABLE 18.—DEPARTMENTS AND CLASSES, SCHOLARS, ATTENDANCES.—INFANT SCHOOLS AND CLASSES.*

DENOMINATIONS	Number of Departments and Classes.			Number of Scholars on the School Registers.			
	Departments.	Classes.	Total.	Under 3 years.	3 and under 7.	7 years and over.	Total.
Schools connected with *National Society* or *Church of England*	3,665	3,543	7,208	1,518	680,259	123,962	805,839
Wesleyan Schools	238	172	410	150	48,425	7,972	56,547
Roman Catholic Schools	523	316	839	81	105,789	14,117	119,987
British and other Schools	404	344	748	145	76,011	14,045	90,201
Total Voluntary Schools	4,830	4,375	9,205	1,994	910,484	160,096	1,072,574
School Board Schools	3,190	1,297	4,487	1,143	790,708	158,894	950,745
Grand Total	8,020	5,672	13,692	3,137	1,701,192	318,990	2,023,319

DENOMINATIONS.	Average Number of Scholars in Attendance.									
	(*a*) Actual Average Attendance.			(*b*) Special Average Attendance. Article 101* Epidemic Grant.†		(*c*) Average Attendance of Scholars under 3 years of age.‡		Number for payment (*a*+*b*−*c*).		
	Boys.	Girls.	Total.	B.	G.	B.	G.	Boys.	Girls.	Total.
Schools connected with *National Society* or *Church of England*	293,675	277,127	570,802	2,443	2,451	436	425	295,682	279,153	574,835
Wesleyan Schools	19,522	18,590	38,112	269	288	32	33	19,759	18,845	38,604
Roman Catholic Schools	41,900	40,963	82,863	417	406	18	14	42,299	41,355	83,654
British and other Schools	32,077	30,901	62,978	277	263	41	45	32,313	31,119	63,432
Total Voluntary Schools	387,174	367,581	754,755	3,406	3,408	527	517	390,053	370,472	760,525
School Board Schools	366,560	339,261	705,821	6,253	6,254	314	328	372,499	345,187	717,686
Grand Total	753,734	706,842	1,460,576	9,659	9,662	841	845	762,552	715,659	1,478,211

* An infant class with an average attendance of more than 50 should be in charge of a certificated teacher of its own, and an infant class with an average attendance of more than 30 should be in charge of a teacher over 18 years of age, approved by the Inspector (Article 100.) † See footnote ‡ to Table 17. ‡ See footnote § to Table 17.

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TABLE 19.—SUMMARY OF ANNUAL GRANTS EARNED.* SCHOOLS FOR OLDER SCHOLARS.

Article of the Code	Name of Grant.	Amount for each Unit of Average Attendance.	Average Attendance.	Grant. £ s. d.	Total. £ s. d.	Rate per Scholar on Total Average Attendance for Payment (3,230,236) (*See* Table 17). £ s. d.
101*a*	Principal	12*s.* 6*d.*	627,337	392,085 12 6	2,213,979 2 6	0 13 8½
		or 14*s.*	2,602,705	1,821,893 10 0		
101*b*	Discipline and organisation	1*s.*	97,251	4,862 11 0	239,821 17 6	0 1 6
		or 1*s.* 6*d.*	3,132,791	234,959 6 6		
101*c* (i)	Drawing	1*s.* 9*d.*†	1,950,291	171,277 9 3	171,277 9 3	0 1 0¾
101*c* (ii)	Needlework (girls)	1*s.*	1,009,442	50,472 2 0	50,472 2 0	0 0 3¾
101*d*	Singing	1*s.* (by note).	2,985,452	149,272 12 0	155,370 6 6	0 0 11½
		or 6*d.* (by ear).	243,909	6,097 14 6		
101*e*	Class Subjects: First	1*s.*	183,143	9,157 3 0	617,501 17 0	0 3 9¾
		or 2*s.*	3,042,850	304,285 0 0		
	Second	1*s.*	100,516	5,025 16 0		
		or 2*s.*	2,990,339	299,033 18 0		
		Amount for every complete 24 hours.	Number of complete 24 hours.			
101*f*	Specific subjects	1*s.*	795,553	39,777 13 0	40,661 12 0	0 0 3
		or 6*d.*	35,358	883 19 0		
		Amount for each Scholar.	Number of Scholars.			
101*g*	Cookery (girls)	4*s.*	215,405	43,081 0 0	43,081 0 0	0 0 3¼
101*h*	Laundry work (girls)	2*s.*	26,623	2,662 10 0	2,662 10 0	
101*i*	Dairy work (girls)	4*s.*	17	3 8 0	3 8 0	0 0 0¼
101*k*	Cottage gardening (boys)	2*s.*	447	44 14 0	264 6 0	
		or 4*s.*	1,098	219 12 0		
101*l*	Manual instruction (boys)	6*s.*	11,379	3,413 14 0	30,831 6 0	0 0 2¼
		or 7*s.*	78,336	27,417 12 0		
101*m*	Household management (girls)	7*s.*	27	9 9 0	9 9 0	—
					£3,555,936 5 9	£1 2 1

* *See* footnotes to Table 22.

† When the grant at the rate of 1*s.* 9*d.* amounts to less than 27*s.* 6*d.*, that sum shall be paid instead of such less amount (Article 101*c* (i)). 618*l.* 5*s.* 0*d.* was paid under this clause of the Article.

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TABLE 20.—SUMMARY OF ANNUAL GRANTS EARNED.* INFANT SCHOOLS AND CLASSES:

Article of the Code.	Name of Grant.	Amount for each Unit of Average Attendance.	Average Attendance.	Grant.	Total.	Rate per Scholar on Total Average Attendance for Payment (1,478,211). (*See* Table 18.)
				£ s. d.	£ s. d.	£ s. d.
98*a*	Fixed	9*s*.	1,469,260	661,169 14 0	664,271 8 0	0 8 11¾
		or				
		7*s*.	8,862	3,101 14 0		
98*b*	Variable	2*s*.	17,045	1,704 10 0	407,642 10 0	0 5 6¼
		or				
		4*s*.	323,869	64,773 16 0		
		or				
		6*s*.	1,137,214	341,164 4 0		
98*c*	Needlework or drawing	1*s*.	1,477,602	73,880 2 0	73,880 2 0	0 1 0
98*d*	Singing	1*s*. (by note).	1,386,442	69,322 2 0	71,613 2 6	0 0 11½
		or				
		6*d*. (by ear).	91,641	2,291 0 6		
					1,217,407 2 6	0 16 5½

* See footnotes to Table 22.

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TABLE 21.—SUMMARY OF ANNUAL GRANTS EARNED.* SPECIAL GRANTS COMMON TO ALL DAY SCHOOLS.

Article of the Code.	Name of Grant.	Amount of each Grant.	Number.	Grant.	Total.	Rate per Scholar on Total average Attendance for Payment(4,708,447). (*See* Tables 17 & 18).
				£ s. d.	£ s. d.	d.
102	Pupil-teachers' good examination	*See* Table 30	8,165	25,092 0 0	47,398 10 0	2½
	,, fair ,,		11,133	22,212 0 0		
	,, drawing grants	£1 or 10s.	119	94 10 0		
104	Schools for small populations	10*d.*	1,797	17,970 0 0	41,355 0 0	2
		or 15*d.*	1,559	23,385 0 0		
105	,, ,, ,,	10*d.*	4,712	47,120 0 0	47,120 0 0	2½
					135,878 10 0	7

* *See* footnotes to Table 22.

TABLE 22.—ANNUAL GRANTS PAID.*—AVERAGE RATE PER SCHOLAR.

—	—	Total.	Rate per Scholar on Total Average Attendance for payment (4,708,447). (*See* Tables 17 & 18).
	£ s. d.	£ s. d.	£ s. d.
Grants earned in Schools for older scholars. (*See* Table 19)	3,565,936 5 9	4,919,216 18 3	
Grants earned in infant schools and classes. (*See* Table 20)	1,217,407 2 6		
Special grants earned (all schools). (*See* Table 21)	135,873 10 0		
†Difference owing to increase or decrease under Article 97, &c.		5,348 1 11	
		4,913,868 16 4	1 0 10½
Deductions under Articles 82, 92, 100 and 108. (*See* Table 3)		2,599 18 1	0 0 0
Total Grants paid		4,911,268 18 3	1 0 10½ ‡

* The "grant earned" is the gross amount of grant before any deductions have been made under *Articles 82, 92, 100 and 108*. The "grant paid" is the net amount after deductions. In Table 3 will be found, under the various denominations, the total grants earned, the deductions incurred, and the grants actually paid.

† For the purposes of the Tables 19–21 a common basis of a year's grant has been taken for all schools, and for all subjects. Some schools, however, have received grants for more or less than twelve months (Article 97), and in other schools, certain grants may not have been earned for the whole year. A few items of the grant for last year were paid at the beginning of this year, and are not included in these tables. The difference between all the grants calculated on the common basis of a year's grant, and the amount actually paid is given above.

‡ The rate of Annual Grant per scholar in *actual* average attendance is as shown in Table 16) £1 1*s.* 0½*d.*

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TABLE 23.—ANALYSIS OF GRANTS UNDER ARTICLES 101 (*a*) AND 101 (*b*). SCHOOLS FOR OLDER SCHOLARS.

DENOMINATIONS.	Number of Departments.	Average Number of Scholars in Attendance for Payment (*see* Table 17).			Inefficient Schools (Article 86 of the Code).			
					Managers Warned.		Grant withheld.	
		Boys.	Girls.	Total.	Departments.	Average Attendance.	Departments.	Average Attendance
Schools connected with *National Society* or *Church of England*	12,876	671,726	649,336	1,321,062	19	768	—	—
Wesleyan Schools	479	47,282	42,665	89,947	—	—	—	—
Roman Catholic Schools	1,270	85,281	88,698	173,979	2	61	—	—
British, and other Schools	1,159	86,519	77,033	163,552	2	176	—	—
School Board Schools	7,430	766,999	714,697	1,481,696	7	361	1	42
Total	23,214	1,657,807	1,572,429	3,230,236	30	1,366	1	42

DENOMINATIONS.	Article 101 (*a*). (Principal Grant). (The sum mentioned is the amount of a year's Grant for each unit of average attendance).						Article 101 (*b*). (Grant for Discipline and Organization).					
	At 12*s.* 6*d.* *		At 14*s.* *		Not Paid.		At 1*s.* †		At 1*s.* 6*d.* †		Not Paid.	
	Departments.	Average Attendance.	Departments.	Average Attendance.	Departments.	Average Attendance.	Departments.	Average Attendance.	Departments.	Average Attendance.	Departments.	Average Attendance.
Schools connected with *National Society* or *Church of England*	5,319	380,841	7,555	940,084	2	137	743	38,911	12,131	1,262,014	2	137
Wesleyan Schools	157	22,549	322	57,398	—	—	32	5,120	447	84,827	—	—
Roman Catholic Schools	431	41,595	839	132,384	—	—	45	3,865	1,225	170,114	—	—
British, and other Schools	400	37,186	759	126,366	—	—	98	9,566	1,061	153,986	—	—
School Board Schools	1,575	145,166	5,854	1,336,473	1	57	208	19,789	7,221	1,401,850	1	57
Total	7,882	627,337	15,329	2,602,705	3	194	1,126	97,251	22,085	3,152,791	3	194

* The Department shall decide which, if either, of these sums shall be paid, after considering the report and recommendation of the Inspector on the accuracy of knowledge and general intelligence of the Scholars in the elementary subjects (Art. 101 *a* (i.) of the Code).

† The Department shall decide which, if either, of these sums shall be paid after considering the report and recommendation of the Inspector (Art. 101 *b* (i) of the Code).

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TABLE 24.—ANALYSIS OF GRANTS UNDER ARTICLE 101 *(c)* AND 101 *(d)*. SCHOOLS FOR OLDER SCHOLARS.

DENOMINATIONS.	Article 101 (*c*) i. Drawing (The sum mentioned is the amount of a year's Grant for each unit of Average Attendance).		Article 101 (*c*) ii. (Needlework. Girls).						Article 101 (*d*). (Singing).							
	At 1*s.* 9*d.**		At 1*s.*		Not Paid.		Taken as a Class, Subject under Art. 101 (*c*) of the Code (Included in Table 25).		At 1*s* (Scholars satisfactorily taught to sing by NOTE).		At 6*d.* (Scholars satisfactorily taught to sing by EAR).		Not Paid.			
													Ill-taught.		Not Taught.	
	Departments.	Average Attendance.	Departments.	Average Attendance.	Departments.	Average Attendance.	Departments.	Average Attendance.	Departments.	Average Attendance.	Departments.	Average Attendance.	Departments.	Average Attendance.	Departments.	Average Attendance.
Schools connected with *Nat. Soc.* or *Ch. of England*	11,045	729,740	7,230	402,139	4	86	3,893	247,136	9,701	1,149,606	3,155	170,872	5	193	15	391
Wesleyan Schools	460	59,572	374	35,958	—	—	76	6,707	449	87,219	30	2,728	—	—	—	—
Roman Catholic Schools	1,051	96,694	760	67,659	1	23	269	21,016	1,108	163,564	162	10,415	—	—	—	—
British, and other Schools	1,017	100,674	739	55,603	1	19	260	21,413	1 012	152,567	144	10,885	—	—	3	100
School Board Schools	5,924	963,711	3,647	448,083	4	72	1,898	266,542	6,618	1,432,496	807	49,009	4	180	1	11
Total	19,497	1,950,391	12,750	1,009,442†	10	200	6,396	562,814	18,888	2,985,452	4,298	243,909	9	373	19	502

* Where the grant, at the rate of 1*s.* 9*d.* per scholar, amounts to less than 27*s.* 6*d.*, that sum shall be paid instead of such less amount (Article 101 (*c*) i. of the Code).
† This includes an average attendance of 27 made by boys in Mixed departments. Six mixed departments have no older girls.

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TABLE 25.—ANALYSIS OF GRANTS UNDER ARTICLE 101 (*e.*) (CLASS SUBJECTS). SCHOOLS FOR OLDER SCHOLARS.

DENOMINATIONS.	Number of Departments taking						A First Class Subject.				
	A First Class Subject.*		A Second Class Subject.*		No Class Subject.		Departments.		Average Attendance.		
	Departments.	Average attendance therein.	Departments.	Average attendance therein.	Departments.	Average attendance therein.	Paid (wholly or partially).†	Entirely unpaid.	Paid at 1s. ‡	Paid at 2s. ‡	Not Paid. ‡
Schools connected with *National Society* or *Church of England*	12,874	1,321,034	11,448	1,221,274	2	38	12,798	76	118,385	1,199,585	3,054
Wesleyan Schools	479	89,947	468	88,942	—	—	479	—	6,563	83,384	—
Roman Catholic Schools	1,270	173,979	1,202	167,478	—	—	1,264	6	15,173	158,485	321
British and other Schools	1,159	163,552	1,075	157,366	—	—	1,154	5	10,684	152,584	284
School Board Schools	7,428	1,481,651	7,129	1,458,162	2	45	7,413	15	32,338	1,448,812	501
Total	23,210	3,230,163	21,322	3,093,222	4	88	23,108	102	183,143	3,042,850	4,160

DENOMINATIONS.	A Second Class Subject.					Number of Departments in which Scholars have been examined in *					Number of Departments in which Scholars have been examined in							
	Departments.		Average Attendance.															
	Paid (wholly or partially.)†	Entirely unpaid.	Paid at 1s. ‡	Paid at 2s. ‡	Not Paid.‡	One Subject.	Two Subjects.	Three Subjects.	Four Subjects.	Five, or more, Subjects.	English.	Welsh.	Geography.	Elementary Science.	History.	Suitable Occupations.	Domestic Economy§ (girls only).	Needlework (girls only).
Schools connected with *Nat. Soc.* or *Ch. of Eng.*	11,421	27	57,803	1,161,924	1,547	238	3,449	8,176	1,004	7	6,481	2	10,143	11,065	3,605	44	482	3,893
Wesleyan Schools	467	1	5,180	83,713	49	3	82	332	62	—	330	—	445	430	114	4	6	76
Roman Catholic Schools	1,198	4	10,908	156,223	347	5	245	932	88	—	805	—	999	1,136	354	3	77	269
British and other Schools	1,073	2	6,501	151,046	119	9	278	779	91	2	716	—	977	1,020	262	3	38	260
School Board Schools	7,124	5	20,424	1,437,433	305	53	2,013	4,610	737	15	4,655	16	6,068	6,347	1,503	67	378	1,898
Total	21,283	39	100,516	2,990,380	2,867	308	6,067	14,829	1,982	24	12,998	18	18,682	19,998	5,888	121	981	6,396

* No more than two class subjects may be taken by any class, but the subjects taken may be different for different classes.
† Where needlework is taken by the girls as a class subject, a corresponding subject need not be taken by the boys.
‡ The grants for each unit of average attendance are 1s. or 2s. for a first-class subject, and 1s. or 2s. for a second class subject. The Department decide on the amount after considering the report of the Inspector. (Art. 101 *e* of the Code). § Domestic Economy has also been taken as a specific subject (see Table 27).

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TABLE 26.—ANALYSIS OF GRANTS UNDER ARTICLES 101 (*f*), (*g*), (*h*), (*i*), (*k*), AND (*l*). SCHOOLS FOR OLDER SCHOLARS.

DENOMINATIONS.	Article 101 (*f*). (Specific Subjects.*)								Article 101 (*g*). Cookery.		Article 101 (*h*). (Laundry Work).		Article 101(*i*). (Dairy Work).		Article 101 (*k*). Cottage Gardening.			Article 101 (*l*). Manual Instruction.		
	Number of Departmen'ts in which they were taught.	Number of Scholars qualified for Grant.†			Number of complete 24 hours.				No. of Departmts. in which the Teaching was satisfactory.	No. of Girls paid Grants of 4*s*.	No. of Departmts. in which the Teaching was satisfactory.	No. of Girls paid Grants of 2*s*.	No. of Departmts. in which the Teaching was satisfactory.	No. of Girls paid Grants of 4*s*.	No. of Departmts. in which the Teaching was satisfactory.	No. of Boys paid Grants of		No. of Departmts. in which the Teaching was satisfactory.	No. of Boys paid Grants of	
		In One Subject.	In Two Subjects.	Total.	Paid at 1*s*. ‡	Paid at 6*d*. ‡	Grant refused. ‡	Total.	¶		¶		¶		¶	2*s*. §	4*s*. §	¶	6*s*. **	7*s*. **
Schools connected with *Na. Soc.* or *Ch. of Eng.*	988	43,188	22,346	65,534	154,713	11,896	435	167,044	1,182	44,803	75	1,468	2	17	63	323	654	328	2,497	7,592
Wesleyan Schools	135	6,332	4,712	11,044	27,061	3,483	257	30,801	117	4,737	7	229	—	—	—	—	—	41	149	1,174
Roman Catholic Schools	116	4,649	1,331	5,980	12,084	1,757	129	13,970	185	7,811	16	824	—	—	4	17	25	30	136	566
British, and other Schools	201	8,522	6,427	14,949	39,934	1,457	202	41,593	179	6,951	12	265	—	—	2	3	10	59	417	1,835
School Board Schools	2,243	163,307	70,001	233,308	561,761	16,765	555	579,081	2,013	151,103	597	23,839	—	—	21	104	409	1,066	8,180	67,169
Total	3,683	225,998	104,817	330,815	795,553	35,358	1,578	832,489	3,676	215,405	707	26,625	2	17	90	447	1,098	1,524	11,879	78,336

* For Returns under each Subject, *see* Table No. 27. All the hours during which any registered scholar has received instruction during the school year in any specific subject in which not less than 40 hours instruction has been given during the school year, shall be added together, and a grant of 1*s*. or 6*d*. shall be paid for every complete 24 hours (Article 101 (*f*) of the Code).

† No time may be counted for any scholar on account of more than two specific subjects.

‡ The Department shall decide which, if either, of the sums of 1*s*. and 6*d*. shall be paid after considering the report and recommendation of the Inspector.

§ The Grant of 2*s*. is made if the boy has attended not less than 20 hours at a Gardening class of not more than 14 scholars, or of 4*s*. if he has attended not less than 40 hours.

¶ Table 16 shows the total number of schools in which these subjects were taught. Grants were also paid for Household Management to one Department with 27 scholars at the rate of 7*s*. per scholar.

** The Department shall decide which, if either, of the sums of 6*s*. or 7*s*. shall be paid after considering the report of the Inspector.

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TABLE 27.—ANALYSIS OF GRANTS UNDER ARTICLE 101 (*f*). SCHOOLS FOR OLDER SCHOLARS.

DENOMINATIONS.	1. ALGEBRA.								2. EUCLID.							
	Number of Scholars qualified for Grant.				Number of complete 24 Hours.				Number of Scholars qualified for Grant.				Number of complete 24 Hours.			
					Paid at		Grant Refused.	Total.					Paid at		Grant Refused.	Total.
	1st Stage.	2nd Stage.	3rd Stage.	Total.	1s.	6d.			1st Stage.	2nd Stage.	3rd Stage.	Total.	1s.	6d.		
Schools connected with *National Society* or *Church of England*	14,118	7,203	2,220	23,541	42,412	3,664	77	46,153	913	293	96	1,302	1,982	603	—	2,585
Wesleyan Schools	2,524	1,323	606	4,453	7,529	1,356	129	9,014	258	149	150	557	1,233	—	—	1,233
Roman Catholic Schools	1,318	339	132	1,789	2,462	860	90	3,412	117	18	4	139	225	60	—	285
British and other Schools	3,948	1,888	534	6,370	12,482	252	—	12,734	244	82	25	351	682	—	—	682
School Board Schools	43,962	22,624	6,612	73,198	139,349	4,369	141	143,859	2,224	1,382	253	3,859	7,122	629	106	7,857
Total	65,870	33,377	10,104	109,351	204,234	10,501	437	215,172	3,756	1,924	528	6,208	11,244	1,292	106	12,642

DENOMINATIONS.	3. MENSURATION.								4. MECHANICS.							
	Number of Scholars qualified for Grant.				Number of complete 24 Hours.				Number of Scholars qualified for Grant.				Number of complete 24 Hours.			
					Paid at		Grant Refused.	Total.					Paid at		Grant Refused.	Total.
	1st Stage.	2nd Stage.	3rd Stage.	Total.	1s.	6d.			1st Stage.	2nd Stage.	3rd Stage.	Total.	1s.	6d.		
Schools connected with *National Society* or *Church of England*	4,449	1,714	214	6,377	10,553	1,392	80	12,025	1,178	486	292	1,956	3,588	200	—	3,788
Wesleyan Schools	724	268	149	1,141	1,923	277	78	2,278	77	91	—	168	327	—	—	327
Roman Catholic Schools	265	100	3	368	597	—	39	636	—	—	—	—	—	—	—	—
British and other Schools	1,007	558	70	1,635	2,678	62	202	2,942	358	218	98	674	1,340	—	—	1,340
School Board Schools	9,700	4,530	681	14,911	27,720	1,254	—	28,974	17,669	14,929	7,138	39,736	73,800	558	88	74,446
Total	16,145	7,170	1,117	24,432	43,471	2,985	399	46,855	19,282	15,724	7,528	42,534	79,055	758	88	79,901

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TABLE 27—*continued.*

DENOMINATIONS.	5. LATIN.								6. FRENCH or GERMAN.							
	Number of Scholars Qualified for Grant.				Number of Complete 24 Hours.				Number of Scholars Qualified for Grant.				Number of Complete 24 Hours.			
	1st Stage.	2nd Stage.	3rd Stage.	Total.	Paid at 1s.	Paid at 6d.	Grant Refused.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.	Paid at 1s.	Paid at 6d.	Grant Refused.	Total.
Schools connected with *National Society* or *Church of England*	45	34	11	90	184	—	—	184	4,556	1,845	561	6,962	11,595	1,729	57	13,381
Wesleyan Schools	—	—	—	—	—	—	—	—	672	154	33	859	1,183	397	50	1,635
Roman Catholic Schools	32	6	—	38	49	27	—	76	550	135	97	782	1,440	126	—	1,566
British and other Schools	20	13	11	49	110	—	—	110	945	454	84	1,483	2,787	273	—	3,060
School Board Schools	310	1	—	311	574	—	—	574	19,498	7,833	1,841	29,227	57,109	2,150	—	59,259
Total	407	59	22	488	917	27	—	944	26,221	10,476	2,616	39,313	74,119	4,675	107	78,901

DENOMINATIONS.	7. ANIMAL PHYSIOLOGY.								8. BOTANY.							
	Number of Scholars Qualified for Grant.				Number of Complete 24 Hours.				Number of Scholars Qualified for Grant.				Number of Complete 24 Hours.			
	1st Stage.	2nd Stage.	3rd Stage.	Total.	Paid at 1s.	Paid at 6d.	Grant Refused.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.	Paid at 1s.	Paid at 6d.	Grant Refused.	Total.
Schools connected with *National Society* or *Church of England*	5,110	3,170	1,462	9,751	17,903	475	—	18,378	971	553	174	1,698	2,741	454	—	3,195
Wesleyan Schools	1,226	609	625	2,460	4,520	210	—	4,730	90	92	114	296	455	98	—	553
Roman Catholic Schools	19	—	—	19	33	—	—	33	109	46	137	292	576	—	—	576
British and other Schools	1,206	757	551	2,514	4,841	23	—	4,864	420	49	27	496	975	—	—	975
School Board Schools	11,907	7,457	2,702	22,066	39,687	869	—	40,556	3,236	2,012	875	6,123	11,751	91	—	11,842
Total	19,468	12,002	5,340	36,810	66,984	1,577	—	68,561	4,826	2,752	1,327	8,905	16,498	643	—	17,141

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TABLE 27—*continued.*

DENOMINATIONS.	9. PRINCIPLES OF AGRICULTURE.								10. CHEMISTRY.							
	Number of Scholars qualified for Grant.				Number of complete 24 Hours.				Number of Scholars qualified for Grant.				Number of complete 24 Hours.			
					Paid at								Paid at			
	1st Stage.	2nd Stage.	3rd Stage.	Total.	1s.	6d.	Grant Refused.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.	1s.	6d.	Grant Refused.	Total.
Schools connected with *National Society* or *Church of England*	117	238	223	578	936	—	—	946	1,305	633	346	2284	3,950	116	—	4.066
Wesleyan Schools	40	23	6	69	142	—	—	142	193	242	75	510	1,050	—	—	1,050
Roman Catholic Schools	15	—	8	23	—	50	—	50	—	24	—	24	34	—	—	34
British and other Schools	74	96	41	211	370	23	—	393	439	293	37	769	1,480	—	—	1,480
School Board Schools	186	95	4	285	444	84	—	528	6,304	2,745	361	9,970	17.890	329	—	18,219
Total	432	452	282	1,166	1,902	157	—	2,059	8,301	3,937	1,319	13,557	24,404	445	—	24.849

PHYSICS.

DENOMINATIONS.	11. SOUND, LIGHT, AND HEAT.								12. MAGNETISM AND ELECTRICITY.							
	Number of Scholars qualified for Grant.				Number of complete 24 Hours.				Number of Scholars qualified for Grant				Number of complete 24 Hours.			
					Paid at								Paid at			
	1st Stage.	2nd Stage.	3rd Stage.	Total.	1s.	6d.	Grant Refused.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.	1s.	6d.	Grant Refused.	Total.
Schools connected with *National Society* or *Church of England*	93	174	91	358	608	51	—	659	594	510	91	1.195	2,042	165	—	2,207
Wesleyan Schools	70	288	—	358	694	—	—	694	112	—	—	112	159	—	—	159
Roman Catholic Schools	—	—	—	—	—	—	—	—	197	69	115	381	567	110	—	677
British and other Schools	—	—	—	—	—	—	—	—	212	100	38	350	655	—	—	655
School Board Schools	409	519	36	1,014	1,919	—	—	1,919	2,671	1,711	606	4,988	9,136	175	—	9,311
Total	572	981	177	1,730	8,221	51	—	3.272	3,786	2.390	850	7,026	12,559	450	—	13,009

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TABLE 27—*continued.*

DENOMINATIONS.	13. DOMESTIC ECONOMY. (GIRLS.)*								14. SHORTHAND.							
	Number of Scholars qualified for Grant.				Number of complete 24 hours.				Number of Scholars qualified for Grant.				Number of complete 24 hours.			
	1st Stage.	2nd Stage.	3rd Stage.	Total.	Paid at		Grant Refused.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.	Paid at		Grant Refused.	Total.
					1*s.*	6*d.*							1*s.*	6*d.*		
Schools connected with *National Society* or *Church of England*	7,489	4,632	3,694	15,815	26,741	1,836	38	28,615	7,282	3,327	840	11,449	21,239	911	107	22,307
Wesleyan Schools	820	931	630	2,381	3,705	725	—	4,430	1,066	407	165	1,638	3,081	108	—	3,189
Roman Catholic Schools	1,258	455	280	1,993	3,551	337	—	3,888	759	279	59	1,097	1,989	113	—	2,102
British and other Schools	1,109	1,222	604	2,935	4,913	495	—	5,408	1,534	753	237	2,524	4,643	329	—	4,972
School Board Schools	31,666	21,236	11,492	64,394	114,122	3,993	201	118,316	8,482	4,131	1,034	13,647	25,384	564	—	25,948
Total	42,342	28,476	16,700	87,518	153·032	7,886	239	160,657	19,123	8,897	2,335	30,355	56,386	2,025	107	58,518

DENOMINATIONS.	15. BOOK-KEEPING.								OTHER SUBJECTS.†							
	Number of Scholars qualified for Grant.				Number of complete 24 hours.				Number of Scholars qualified for Grant.				Number of complete 24 hours.			
	1st Stage.	2nd Stage.	3rd Stage.	Total.	Paid at		Grant Refused.	Total.	1st Stage.	2nd Stage.	3rd Stage.	Total.	Paid at		Grant Refused.	Total.
					1*s.*	6*d.*							1*s.*	6*d.*		
Schools connected with *National Society* or *Church of England*	1,608	1,181	347	3,136	5,838	105	—	5,943	863	344	181	1,388	2,341	195	76	2,612
Wesleyan Schools	173	112	9	294	508	55	—	563	273	187	—	460	547	257	—	804
Roman Catholic Schools	206	124	19	349	538	74	—	612	17	—	—	17	23	—	—	23
British and other Schools	378	138	30	546	1,070	—	—	1,070	432	37	—	469	908	—	—	908
School Board Schools	2,433	1,171	293	3,902	6,990	236	—	7,226	9,507	4,660	1,511	15,678	28,764	1,464	19	30,247
Total	4,798	2,726	703	8,227	14,944	470	—	15,414	11,092	5,228	1,692	18,012	32,588	1,916	95	34,594

* Domestic Economy has also been taken as a class subject (*see* Table 25).

† Ambulance, History, Horticulture, Hygiene, Navigation, Physiography, Welsh, &c.

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TABLE 28.—ANALYSIS OF GRANTS UNDER ARTICLE 98 (*a*). INFANT SCHOOLS AND CLASSES.

DENOMINATIONS.	Number of Schools and Classes.			Average Number in Attendance for Payment. (*See* Table 18.)			Inefficient Schools (Article 86 of the Code).			
							Managers warned.		Grant withheld.	
	Schools. (*i.e.* Departments.)	Classes.	Total.	Boys.	Girls.	Total.	Schools and Classes.	Average. Attendance.	Schools and Classes.	Average. Attendance.
Schools connected with *National Society* or *Church of England*	3,665	3,543	7,208	295,682	279,153	574,835	1	54	—	—
Wesleyan Schools	238	172	410	19,759	18,845	38,604	—	—	—	—
Roman Catholic Schools	523	316	839	42,299	41,355	83,654	—	—	—	—
British and other Schools	404	344	748	32,313	31,119	63,432	1	22	—	—
School Board Schools	3,190	1,297	4,487	372,499	345,187	717,686	1	48	1	62
Total	8,020	5,672	13,692	762,552	715,659	1,478,211	3	124	1	62

DENOMINATIONS.	Article 98 (*a*). (Fixed Grant.)*										
	Schools.†				Classes.				Not paid.		
	At 9*s*. (The sum mentioned is the amount of a year's grant for each unit of average attendance).		At 7*s*.		At 9*s*.		At 7*s*.				
	Schools.	Average Attendance.	Schools.	Average Attendance.	Classes.	Average Attendance.	Classes.	Average Attendance.	Schools.	Classes.	Average Attendance.
Schools connected with *National Society* or *Church of England*	3,659	437,306	6	471	3,376	132,403	166	4,574	—	1	21
Wesleyan Schools	238	29,771	—	—	169	8,705	3	128	—	—	—
Roman Catholic Schools	523	70,884	—	—	294	12,098	22	672	—	—	—
British and other Schools	400	47,567	4	362	310	14,346	34	1,157	—	—	—
School Board Schools	3,186	660,824	3	336	1,258	55,302	39	1,162	1	—	62
Total	8,006	1,246,412	13	1,169	5,407	222,854	264	7,693	1	1	83

* The grant of 9*s*. is paid where the Scholars are taught as a separate department under a Certificated Teacher of their own, or as a class under a teacher not less than eighteen years of age, approved by the Inspector. They must be taught in a room properly constructed and furnished for the instruction of infants. The grant of 7*s*. is paid where these special conditions are not satisfied.

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TABLE 29.—ANALYSIS OF GRANTS* UNDER ARTICLES 98 (*b*), (*c*), AND (*d*). INFANT SCHOOLS AND CLASSES.

DENOMINATIONS.	Article 98 (*b*). (Variable Grant.) †							
	At 2*s*.		At 4*s*.		At 6*s*.		Not Paid.	
	Schools or Classes.	Average Attendance.	Schools or Classes.	Average Attendance.	Schools or Classes.	Average Attendance.	Schools or Classes.	Average Attendance.
Schools connected with *National Society* or *Church of England*	267	10,777	3,153	179,409	3,787	384,628	1	21
Wesleyan Schools	15	1,033	195	14,664	200	23,507	—	—
Roman Catholic Schools	23	885	323	22,351	493	60,418	—	—
British and other Schools	29	1,068	333	22,153	384	40,211	—	—
School Board Schools	80	3,282	1,195	85,892	3,211	628,450	1	62
Total	414	17,045	5,201	323,869	8,075	1,137,214	2	83

DENOMINATIONS	Article 98 (*c*). (Needlework or Drawing.)‡							Article 98 (*d*). (Singing.)							
	Schools or Classes.	At 1*s*. Average Attendance.			Not paid.			At 1*s*.		At 6*d*.		Not Paid.			
		Drawing.	Needlework.		Schools or Classes entirely unpaid.	Total Average Attendance (in all Schools and Classes).		Taught by Note.		Taught by Ear.		Ill-taught.		Not Taught.	
		Boys.	Boys.	Girls.		Boys.	Girls.	Schools or Classes.	Average Attendance.	Schools or Classes.	Average Attendance.	Schools or Classes.	Average Attendance.	Schools or Classes.	Average Attendance.
Schools connected with *National Society* or *Church of England*	7,207	265,835	29,590	279,727	1	257	26	6,007	513,318	1,200	61,496	—	—	1	21
Wesleyan Schools	410	19,162	897	18,845	—	—	—	384	37,253	26	1,351	—	—	—	—
Roman Catholic Schools	839	41,475	789	41,155	—	35	—	748	78,705	91	4,949	—	—	—	—
British and other Schools	747	30,152	2,092	31,109	1	69	10	662	58,513	85	4,896	—	—	1	23
School Board Schools	4,485	353,123	19,209	345,752	2	177	35	4,107	698,653	378	18,949	1	22	1	62
Total	13,688	709,737	52,577	716,588	4	538	71	11,908	1,386,442	1,780	91,641	1	22	3	106

* The sum mentioned is the amount of a year's grant for each unit of average attendance.

† The *6s.* grant shows that the discipline has been highly satisfactory, and that excellent provision has been made for (1) suitable instruction in the elementary subjects, (2) simple lessons on objects and on the phenomena of nature and of common life, and (3) appropriate and varied occupations. The *4s.* grant shows that the discipline has been satisfactory, and that the provision under (1) has been good, and that under (2) and (3) fair. The *2s.* grant shows that the discipline has been satisfactory, and that the provision under (1) has been fairly good, and under (2) or (3) fair.

‡ The boys may be taught needlework or drawing. If they are not taught either subject, the grant is calculated on the average attendance of girls only.

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TABLE 30.—ANALYSIS OF GRANTS UNDER ARTICLES 101*, 102, 104 AND 105. SPECIAL GRANTS TO DAY SCHOOLS.

DENOMINATIONS.	Epidemic Grant (Art. 101*). Special Grants for diminished Attendance under Notice of Sanitary Authority.			Pupil-Teachers' Grant (Article 102).† For passing a good or fair examination at one of the examinations of Pupil-Teachers, or obtaining a place in the first or second class in the Queen's Scholarship examination. Number of Pupil-Teachers paid for.								Grants to Schools for small populations.		
												Art. 104.		Art. 105.
	Departments	Total Average Attendance. (See Tables 17 and 18.)		Good Examination.				Fair Examination.				Number of Grants of		
		Boys.	Girls.	1st Year 2l.	2nd Year 2l.	3rd Year 3l.	Q. S. 1st Class 5l.	1st Year 1l.	2nd Year 1l.	3rd Year 2l.	Q. S. 2nd Class 4l.	10l.	15l.	10l.
Schools connected with *National Society* or *Church of England*	2,498	4,490	5,031	475	383	467	435	1,007	1,089	1,099	1,046	1,411	1,321	3,768
Wesleyan Schools	215	506	561	36	25	44	41	110	101	113	96	3	1	7
Roman Catholic Schools	350	723	811	44	36	58	77	99	142	141	119	9	12	23
British and other Schools	273	591	582	58	65	89	79	132	144	161	162	61	61	153
School Board Schools	3,741	10,495	11,452	1,306	1,348	1,537	1,557	1,222	1,482	1,354	1,314	313	164	761
Total	7,077	16,805	18,437	1,919	1,862	2,195	2,189	2,570	2,958	2,868	2,737	1,797	1,559	4,712

† Grants for Drawing are also paid by the Board of Education in accordance with Schedule III. (A.) of the Code. The amount paid in 1899–1900 was 94*l.* 10*s.*

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TABLE 31.—SCHOOL FEES*: FREE AND FEE-PAYING SCHOLARS.

DENOMINATIONS.	Free Schools.			Schools receiving Fee Grant and charging Fees.							
						Rates of Weekly Fees, and Number of Scholars paying.					
	Number of Schools.	Number of Free Scholars.	No. of Scholars under 3 and over 15 paying Fees.	Number of Schools.	Number of Free Scholars.	Under One Penny.	One Penny and under Twopence	Twopence and under Threepence.	Threepence.	Over Threepence.	Total Paying.
Schools connected with *National Society* or *Church of England*	9,995	1,564,445	344	1,748	333,513	26,863	224,514	85,755	29,150	23,138	389,420
Wesleyan Schools	148	33,684	13	305	14,120	4,559	30,442	22,839	11,422	8,157	77,419
Roman Catholic Schools	933	265,447	—	108	34,798	2,540	10,002	2,890	491	1,872	17,795
British and other Schools	743	154,777	22	340	46,909	2,079	27,581	19,675	9,902	10,326	69,563
School Board Schools	5,530	2,516,998	108	159	41,458	781	31,444	10,620	3,766	20,435	72,046
Total	17,349	4,535,351	487	2,660	500,798	36,822	323,983	141,779	59,731	63,928	626,243

DENOMINATIONS.	Schools not in receipt of Fee Grant.											Total Number of Scholars.	
			Rates of Weekly Fees, and Number of Scholars paying.										
	Number of Schools.	Number of Free Scholars.	Under One Penny.	One Penny and under Twopence.	Twopence and under Threepence.	Threepence and under Fourpence.	Fourpence and under Sixpence.	Sixpence and under Ninepence.	Ninepence.	Over Ninepence.	Total Paying.	Free.	Paying.
Schools connected with *National Society* or *Church of England*	61	409	—	34	340	2,270	1,698	5,185	5,047	357	14,931	1,898,367	404,695
Wesleyan Schools	7	7	—	—	183	119	261	1,140	694	139	2,536	77,811	79,968
Roman Catholic Schools	11	158	—	—	5	14	29	349	921	36	1,354	300,403	19,149
British and other Schools	10	70	—	—	—	17	193	807	1,010	500	2,527	201,756	72,112
School Board Schools	2	—	—	—	309	693	—	241	—	—	1,243	2,558,456	73,397
Total	91	644	—	34	837	3,113	2,181	7,722	7,672	1,032	22,591	5,036,793	649,321

*The Elementary Education Act, of 1891, provided that there should be paid to every public elementary day school in England and Wales, willing to receive it, a fee grant of 10s. a year for every child in average attendance over three and under fifteen years of age; that all schools whose average rate of fees did not then exceed 10s. a year, and all new schools should be entirely free to such children; but that when the average fee exceeded 10s. a year, fees might be charged to the extent of such excess.

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TABLE 32.—AGGREGATE ANNUAL INCOME AND EXPENDITURE (FOR MAINTENANCE ONLY) OF DAY AND EVENING SCHOOLS (1899-1900).

DENOMINATIONS.	INCOME.										
	Endowment.	School Board Rates.	Voluntary Contributions.	School Pence, Books, &c.	County Council Grants.	Other Local Sources.	Government Grants brought to account.				Total.
							Fee Grant.	Annual Grant.	Aid Grant.	Science and Art Grant.	
	£	£	£	£	£	£	£	£	£	£	£
Schools connected with *National Society* or *Church of England*	122,940	—	624,156	131,232	14,084	45,197	939,794	1,972,703	493,726	1,316	4,345,148
Wesleyan Schools	561	—	20,194	30,857	653	1,632	62,459	132,319	38,633	39	287,347
Roman Catholic Schools	2,922	—	81,181	8,037	75	1,620	127,832	255,144	79,491	25	556,327
British and other Schools	24,820	—	85,973	39,652	14,991	4,274	112,113	254,244	57,922	422	594,411
School Board Schools	4,769	2,959,717	600	52,357	6,127	55,384	1,085,218	2,378,705	—	10,876	6,553,753
Total	£156,102	£2,959,717	£812,104	£262,185	£35,930	£108,107	£2,327,416	£4,993,115	£669,772	£12,678	12,336,986

DENOMINATIONS.	EXPENDITURE.				DAY SCHOOLS.*	
	Salaries.	Books, Stationery, Apparatus, and Furniture.	Miscellaneous. (Fuel, Light, Cleaning, Rent, Taxes, &c.)	Total.	Rate of Income per Scholar in actual Average Attendance.	Rate of Expenditure per Scholar in actual Average Attendance.
	£	£	£	£	£ s. d.	£ s. d.
Schools connected with *National Society* or *Church of England*	3,381,102	339,983	697,903	4,418,988	2 5 6	2 6 3
Wesleyan Schools	229,995	24,091	44,917	299,003	2 4 11	2 6 8
Roman Catholic Schools	395,704	48,849	128,002	572,555	2 3 3	2 4 4
British and other Schools	460,661	45,510	104,074	610,245	2 8 5	2 9 5
School Board Schools	5,100,720	416,321	1,035,174	6,552,215	2 17 8	2 17 8
Total	£9,568,182	£874,754	£2,010,070	£12,458,006	£2 11 2	£2 11 7

* These Rates of Income and Expenditure per Scholar are calculated on the Returns of 12,880 Schools. The remaining 220 Schools received grants for a period of more or less than twelve months, and their Returns afforded no basis for the required calculation.

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TABLE 33.—TEACHERS—CERTIFICATED, ASSISTANT, AND ADDITIONAL.

DENOMINATIONS.	Certificated and Provisionally Certificated Teachers.												Provisional Assistant and Assistant Teachers.		Additional Teachers. (Art. 68.)
	Untrained.				Trained.						Total.*				
	Provisionally Certificated.		Certificated.		Less Than Two Years.		Two Years.		Three Years.						
	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Women.
Schools connected with *National Society* or *Church of England*	1	20	3,080	8,148	286	308	5,686	5,019	30	28	9,083	13,523	2,104	11,398	11,187
Wesleyan Schools	—	—	159	443	27	14	426	178	2	—	614	615	125	928	493
Roman Catholic Schools	—	1	76	1,251	10	66	323	1,117	1	8	410	2,443	116	1,835	1,368
British and other Schools	—	—	486	990	47	38	669	370	3	3	1,205	1,401	285	1,393	937
School Board Schools	—	7	3,104	9,324	340	653	9,650	11,409	151	106	13,245	21,499	2,491	11,761	3,397
Total	1	28	6,905	20,136	710	1,079	16,754	18,093	187	145	24,557	39,481	5,121	27,315	17,512

* Of these Certificated Teachers, 13,627 men and 17,404 women were principal teachers, and 10,930 men and 22,077 women were assistants. There were 34 schools without a principal teacher on the day of inspection, and 169 schools in charge of an Assistant Teacher qualified under Article 50 or 51 of the Code.

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TABLE 34.—PUPIL-TEACHERS, CANDIDATES, AND PROBATIONERS.

DENOMINATIONS.	Number of Pupil-Teachers.									
	Admitted before 1899–1900 and serving that year in their								First to Third Year (Apprenticeship continued.)*	
	Fourth Year.		Third Year.		Second Year.		First Year.			
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Schools connected with *National Society* or *Church of England*	527	2,071	546	2,247	456	2,119	408	1,908	1,410	6,274
Wesleyan Schools	49	177	49	221	46	203	29	200	124	624
Roman Catholic Schools	36	373	36	309	18	327	18	233	72	869
British and other Schools	72	268	88	336	56	296	55	238	199	870
School Board Schools	788	2,540	869	3,156	776	3,050	649	2,583	2,294	8,789
Total	1,472	5,429	1,588	6,269	1,352	5,995	1,159	5,162	4,099	17,426

DENOMINATIONS	Candidates who during the year have been admitted as Pupil-teachers.										Candidates for the office of Pupil-Teachers recognised as Probationers. (Art. 33.)	
	For Four Years.		For Three Years.		For Two Years.		For One Year.		Total.*			
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Schools connected with *National Society* or *Church of England*	283	1,127	182	866	33	117	10	18	508	2,128	235	1,083
Wesleyan Schools	26	127	15	75	3	10	1	4	45	216	19	135
Roman Catholic Schools	22	143	9	135	3	24	—	11	34	313	18	168
British and other Schools	35	191	27	114	5	16	2	8	69	329	31	185
School Board Schools	454	1,935	313	1,181	68	208	24	43	859	3,367	161	530
Total	820	3,523	546	2,371	112	375	37	84	1,515	6,353	464	2,101

* The total number of Pupil Teachers on the 31st August 1900 was 29,893, viz., 21,525 admitted before 1899–1900 and whose apprenticeship still continued, and 7,808 candidates admitted as Pupil-Teachers in 1899–1900. The Probationers are not included in these numbers.

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TABLE 35.—AVERAGE SALARIES OF CERTIFICATED TEACHERS.

DENOMINATIONS.	MASTERS.						
	Principal.			Additional.			Total.
	Average Salaries (including all Professional Sources of Income).	Number on which Average is taken.	Number provided (in addition to their Salary), with House, or Rent free.	Average Salaries (including all Professional Sources of Income).	Number on which Average is taken.	Number provided (in addition to their Salary), with House, or Rent free.	Average Salaries.
	£ s. d.			£ s. d.			£ s. d.
Schools connected with *National Society* or *Church of England*	127 12 8	7,060	4,324	83 5 8	1,569	8	119 11 5
Wesleyan Schools	182 11 4	424	47	89 18 9	177	—	155 5 9
Roman Catholic Schools	128 8 4	265	24	86 11 7	143	—	113 15 1
British and other Schools	152 19 11	795	222	98 8 8	375	—	135 10 2
School Board Schools	170 10 9	4,489	1,511	109 6 6	8,476	—	120 10 4
Total	146 15 8	13,033*	6,128	104 10 4	10,740†	8	12. 2 7

DENOMINATIONS.	MISTRESSES.						
	Principal.			Additional.			Total.
	£ s. d.			£ s. d.			£ s. d.
Schools connected with *National Society* or *Church of England*	82 7 9	8,819	3,272	58 18 4	4,179	189	74 16 10
Wesleyan Schools	94 8 4	285	3	62 13 7	313	2	77 16 1
Roman Catholic Schools	75 5 5	1,515	266	58 5 2	898	5	68 18 10
British and other Schools	88 2 6	731	133	65 1 2	617	4	77 11 4
School Board Schools	121 19 11	5,889	464	83 19 8	15,106	33	94 12 11
Total	95 14 9	17,239*	4,188	77 1 2	21,118†	233	86 9 1

* There were 594 Principal Masters and 165 Principal Mistresses whose salaries for the year were not given. There were also 208 Departments without a separate Certificated Teacher on the day of Inspection.

† There were 190 Additional Masters and 964 Additional Mistresses whose salaries for the year were not given.

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TABLE 36.—NUMBER of CERTIFICATED TEACHERS in RECEIPT of SALARIES of certain SPECIFIED AMOUNTS.

DENOMINATIONS	MASTERS.																		
	Principal.										Additional.								
	Under 50*l.*	50*l.* and less than 100*l.*	100*l.* and less than 150*l.*	150*l.* and less than 200*l.*	200*l.* and less than 250*l.*	250*l.* and less than 300*l.*	300*l.* and less than 400*l.*	400*l.* and less than 500*l.*	500*l.* and over. *	Total.	Under 50*l.*	50*l.* and less than 100*l.*	100*l.* and less than 150*l.*	150*l.* and less than 200*l.*	200*l.* and less than 250*l.*	250*l.* and less than 300*l.*	300*l.* and less than 400*l.*	400*l.*	Total.
Schools connected with *National Society* or *Ch. of Eng.*	3	1,770	3,480	1,317	358	101	28	3	—	7,060	7	1,393	162	7	—	—	—	—	1,569
Wesleyan Schools	—	19	130	126	88	39	20	1	1	424	—	137	40	—	—	—	—	—	177
Roman Catholic Schools	—	41	154	68	2	—	—	—	—	265	—	120	23	—	—	—	—	—	143
British and other Schools	1	124	311	213	89	31	22	2	2	795	—	243	104	21	6	—	—	1	375
School Board Schools	2	735	1,422	875	11	359	369	14	2	4,489	4	3,665	3,494	1,307	6	—	—	—	8,476
Total	6	2,689	5,497	2,599	1,248	530	439	20	5	13,033†	11	5,558	3,823	1,335	12	—	—	1	10,740†

DENOMINATIONS.	MISTRESSES.																		
	Principal.										Additional.								
	Under 25*l.*	25*l.* and less than 50*l.*	50*l.* and less than 75*l.*	75*l.* and less than 100*l.*	100*l.* and less than 125*l.*	125*l.* and less than 150*l.*	150*l.* and less than 200*l.*	200*l.* and less than 300*l.*	300*l.* and less than 351*l.*	Total.	Under 25*l.*	25*l.* and less than 50*l.*	50*l.* and less than 75*l.*	75*l.* and less than 100*l.*	100*l.* and less than 125*l.*	125*l.* and less than 150*l.*	150*l.* and less than 200*l.*	200*l.*	Total.
Schools connected with *National Society* or *Ch. of Eng.*	—	134	3,637	3,145	1,372	390	125	18	—	8,819	11	655	3,167	329	17	—	—	—	4,179
Wesleyan Schools	—	—	74	113	56	23	17	2	—	285	—	22	244	46	1	—	—	—	313
Roman Catholic Schools	—	4	756	666	79	7	3	—	—	1,515	1	92	764	39	2	—	—	—	898
British and other Schools	—	5	236	301	122	35	23	8	1	731	—	48	440	113	14	1	—	1	617
School Board Schools	—	30	898	1,490	1,184	810	797	667	13	5,889	6	372	5,403	5,766	3,008	1,138	13	—	15,106
Total	—	173	5,601	5,715	2,813	1,265	963	695	14	17,239†	18	1,189	10,018	6,293	3,042	1,139	13	1	21,113†

* Viz., 3 between 500*l.* and 600*l.*; 1 at 700*l.*; and 1 at 1,000*l.*

† See footnotes to Table 35.

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2.—Evening Continuation Schools.

The results given relate chiefly to the Evening Schools inspected during the Year ending 30th April 1900; but a few Schools, whose Grants are not determined before the 31st August of any year, are included in the Tables of the following year.

Table 37.—Number of Schools; Average Attendance; Grants.

Denominations.	Number of Schools. (Institutions.)	Number of Departments.				Average Attendance (calculated according to Article 16 of the Evening Continuation School Code).				Board of Education Grants.	
		Boys and Men.	Girls and Women.	Mixed.	Total.	In Boys' Depts.	In Girls' Depts.	In Mixed Depts.	Total.	Net Amounts Paid.*	Rate per Scholar in Average Attendance.
										£ s. d.	£ s. d.
Schools connected with *National Society* or *Church of England*	2,047	1,213	33-	739	283	23,276	7,477	17,222	47,975	39 795 8 10	0 16 7
Wesleyan Schools	89	25	13	61	99	657	312	1,994	2,963	2,460 14 8	0 16 7
Roman Catholic Schools	70	27	34	25	86	909	2,086	783	3,778	3,914 6 3	1 0 9
British and other Schools	883	344	147	490	981	9,949	3,493	14,75	28,200	27,753 17 3	0 19 8
Total Voluntary Schools	3,089	1,609	525	1,315	3,449	34,791	13,368	34,757	82,916	78,924 7 0	0 17 10
School Board Schools	2,174	1,221	730	754	2,705	51,332	34,491	37,596	123,419	125,526 16 4	1 0 4
Grand Total	5,263	2,830	1,255	2 069	6,154	86,123	47,859	72,353	206,335	199,451 8 4	0 19 4

* Grants to a few schools are paid each year after the Accountant's books for the school year are closed, and are included in the accounts for the following year. In Table 4 will be found the total grants actually paid in 1899-1900.

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TABLE 38.—SCHOLARS ON THE REGISTERS.

DENOMINATIONS	Number of Scholars on the Registers for the Session aged											
	Under 12. *	12 and under 13. *	13 and under 14. *	14 and under 15.	15 and under 16.	16 and under 17.	17 and under 18.	18 and under 19.	19 and under 20.	20 and under 21.	21 and over.	Total.
Schools connected with *National Society* or *Church of England*	621	3,026	11,099	17,044	15,203	11,506	7,910	5,585	3,967	2,774	11,670	90,405
Wesleyan Schools	34	184	873	1,128	861	638	392	273	177	155	662	5,377
Roman Catholic Schools	3	53	598	1,362	1,363	1,142	824	570	435	348	1,157	7,855
British and other School.	317	1,487	6,983	11,847	10,921	8,744	6,631	5,028	3,839	3,149	14,626	73,572
Total Voluntary Schools	975	4,750	19,553	31,381	28,348	22,030	15,757	11,456	8,418	6,426	28,115	177,209
School Board Schools	829	4,397	34,283	64,513	58,762	43,518	29,757	19,934	14,304	10,535	51,210	332,042
Grand Total	1,804	9,147	53,836	95,894	87,110	65,548	45,514	31,390	22,722	16,961	79,325	509,251
Per-centage	·3	1·8	10·6	18·8	17·1	12·9	8·9	6·2	4·4	3·4	15·6	—

* No Scholar may be entered or continue on the register who is under fourteen years of age unless such scholar is exempt from the legal obligation to attend school (Art. 8).

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TABLE 39.—NUMBER OF MEETING: FEES.

DENOMINATIONS.	Number of Departments in which the Number of Meetings* was					Weekly Payments by Scholars.					
							Number of Scholars paying				
	Under 40.	40 and under 50.	50 and under 60.	60 and under 80.	80 and over.	Number of Free Scholars.	Less than One Penny.	One Penny and less than Three-pence.	Three-pence and less than Sixpence.	Sixpence and Over.	Total Number of Scholars.
Schools connected with *National Society* or *Church of England*	496	984	440	296	67	32,146	3,942	47,483	6,582	252	90,405
Wesleyan Schools	21	48	11	15	4	1,155	370	3,103	662	87	5,377
Roman Catholic Schools	5	22	18	31	10	3,737	183	2,371	1,321	243	7,855
British and other Schools	188	369	113	165	146	17,555	4,227	39,114	10,849	1,827	73,572
School Board Schools	237	581	387	993	507	198,108	29,291	81,827	17,869	4,947	332,042
Total	947	2,004	969	1,500	734	252,701	38,013	173,896	37,283	7,356	509,251

* No meeting of the school is reckoned at which less than one hour's secular instruction has been given in subjects sanctioned under Articles 2 and 3 (Art. 6 *b*). The school must have met on not less than 30 evenings in the school year (Art. 11 *b*).

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TABLE 40.—TEACHERS.

DENOMINATIONS.	Principal Teachers.					
	Masters.			Mistresses.		
	Certificated.	Uncertificated.*	Total.	Certificated.	Uncertificated.*	Total.
Schools connected with *National Society* or *Church of England*	1,703	118	1,821	373	71	444
Wesleyan Schools	81	2	83	11	2	13
Roman Catholic Schools	29	6	35	48	3	51
British and other Schools	722	88	810	123	39	162
School Board Schools	1,894	57	1,951	693	43	736
Total	4,429	271	4,700†	1,248	158	1,406†

* The principal teacher must be certificated, or a "person over 18 years of age approved by the Inspector and not being a pupil-teacher engaged in a Public Elementary School" Art. 10 and 11*a*).

† There were 48 departments which had not a separate Principal Teacher. In those cases a Principal Teacher had Assistants and superintended two departments.

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TABLE 41.—SUMMARY OF GRANTS.*

Article of the Code.	Name of Grant.	Amount for every complete 12 Hours of Instruction.	Number of complete 12 Hours of Instruction.	Grant.	Total.	Rate per Scholar on Total Average Attendance.
				£ s. d.	£ s. d.	s. d.
13a	Fixed	1s.	1,980,015	99,000 15 0	99,000 15 0	9 7
	Variable	1s. 6d.	1,339,687	100,476 10 6	104,000 13 6	10 1
		or 1s.	70,423	8,524 3 0		
		Amount for each Scholar.	Number of Scholars.			
15a	Cookery	2s.	13,310	1,331 0 0	2,006 8 0	
		or 4s.	3,377	675 8 0		
15	Laundry Work	2s.	1,371	137 2 0	137 2 0	0 2½
15c	Dairy Work	2s. 6d.	—	—	—	
		or 4s.	—	—		
† 15*	Drawing	1s. 9d.	38,508	3,368 19 0	3,368 19 0	0 4
				Total Grants earned	208,513 17 6	1 0 2½
				Deductions, Article 17	9,062 14 2	0 10½
				Total Grants paid	199,451 3 4	19 4

* *See* footnote to Table 37.

† The Drawing Grants are charged to the Science and Art Vote and are not reckoned as part of the Annual Grant (Article 13). They do not therefore come within the operation of Article 17 of the Code. 24 scholars were paid at the rate of 1s. 4d.

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TABLE 42.—ANALYSIS OF GRANTS * UNDER ARTICLE 13, 15, and 15*.

DENOMINATIONS.	Fixed and Variable Grants (Articles 13 *a* & *b*).				Cookery Grant (Article 15 *a*). (Girls and Women.)			Laundry Work Grant (Article 15 *b*). (Girls and Women.)		Dairy Work Grant (Article 15 *c*). (Girls and Women.)			Drawing Grant (Article 15.*)	
	Number of Departments paid.	No. of complete 12 hours for payment.			No. of Departments paid.	No. of Scholars for Payment		No. of Departments paid.	No. of Scholars for Payment at 2*s*.	No. of Departments paid.	No. of Scholars for Payment.		No. of Departments paid.	No. of Scholars for Payment at 1*s*. 9*d*.
		Fixed Grant at 1*s*.	Variable Grant †			At 2*s*.	At 4*s*.				At 2*s*.6*d*.	At 4*s*.		
			At 1*s*.	At 1*s*. 6*d*.										
Schools connected with *Nat. Soc.* or *Ch. of Eng.*	2,281	380,383	21,921	267,229	69	907	336	13	125	—	—	—	780	11,671
Wesleyan Schools	99	23,537	1,747	16,285	7	125	96	1	11	—	—	—	36	674
Roman Catholic Schools	86	36,644	2,662	28,080	8	146	67	3	50	—	—	—	19	411
British and other Schools	981	266,602	10,149	189,330	98	1,215	512	30	450	—	—	—	272	5,498
School Board Schools	2,705	1,272,849	34,004	838,763	546	10,917	2,366	75	735	—	—	—	902	20,254
Total	6,152	1,980,015	70,483	1,339,687	728	13,310	3,377	122	1,371	—	—	—	2,009	38,508

* For the purposes of the Fixed and Variable Grants the total number of hours during which instruction has been given, pursuant to the conditions of the Code, are added together and a Grant is made for every complete 12 hours. The Department decide which, if either, of the sums of 1*s*. and 1*s*. 6*d*. shall be paid for the Variable Grant. The Grants for Cookery, Laundry Work, Dairy Work, and Drawing are paid on the individual scholar. The amount of the Cookery Grant and of the Dairy Work Grant depends on the number of hours given to instruction.

† For returns for each subject *see* following table (No. 43).

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TABLE 43.—SUBJECTS OF INSTRUCTION.

Subjects taken for the Variable Grant.	Departments.	No. of Scholars qualified for Grant.	No. of complete 12 hours for Payment.	
			At 1s.	At 1s. 6d.
Elementary Subjects—Reading or Recitation, or both combined.	1,038	29,468	2,158	47,054
„ Writing and Composition	1,968	63,933	7,040	107,401
„ Reading and Writing combined.	1,669	58,635	5,229	112,121
„ Arithmetic	3,193	107,461	9,021	209,284
English Subjects—English	268	7,633	1,219	13,271
Geography	1,291	35,640	4,539	54,289
„ History	522	13,203	2,211	19,893
Life and Duties of the Citizen	245	5,240	737	7,495
Languages—French	737	15,414	1,710	30,632
„ German	109	1,445	48	3,084
„ Welsh	47	1,013	144	1,451
„ Latin	46	660	87	1,569
Mathematics—Euclid	63	1,601	84	3,772
„ Algebra	362	7,247	1,151	13,046
„ Mensuration	1,201	23,090	3,839	37,217
Science Subjects—Elementary Physiography	149	3,552	463	5,572
„ Elementary Physics and Chemistry	149	3,497	382	5,894
„ Domestic Science	17	471	10	814
„ Science of Common Things	412	11,418	1,316	17,895
„ Chemistry	261	6,704	547	11,564
Science Subjects—Mechanics	67	1,252	88	1,905
„ Sound, Light and Heat	14	305	25	423
„ Magnetism and Electricity	159	3,244	440	4,811
„ Human Physiology	174	4,619	268	7,358
„ Hygiene	148	3,228	461	4,702
„ Botany	41	718	46	1,217
„ Agriculture	124	1,847	437	2,580
„ Horticulture	83	1,511	188	2,289
„ Navigation	6	118	—	233
Commercial Subjects—Commercial Arithmetic	1,495	32,171	4,233	56,724
„ Book-keeping	1,527	34,744	2,875	68,730
„ Commercial Geography	1,056	22,031	2,779	36,091
„ Commercial History	95	1,986	206	3,062
„ Commercial Correspondence	403	10,131	1,124	16,877
Miscellaneous Subjects—Vocal Music	1,291	38,454	3,137	61,400
„ Ambulance	665	14,838	850	23,850
„ Home Nursing	280	7,107	260	11,513
„ Shorthand	1,615	53,351	4,053	123,082
Subjects for Girls and Women only—Domestic Economy.	745	18,968	2,890	30,409
„ „ Needlework	2,135	71,883	4,082	175,425
*Other subjects "sanctioned by the Department"	121	1,846	106	3,638

* Spanish, Portuguese, Italian, Geology, Mathematics, Political Economy, Bee-keeping, &c.

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TABLE 44.—SUBJECTS OF INSTRUCTION—*continued.*

DENOMINATIONS.	Number of Scholars for whom Grants were claimed receiving instruction in*						Number of Schools in which Instruction is given in								
	One Subject.	Two Subjects.	Three Subjects.	Four Subjects.	Five Subjects.	Total.	Drawing.§	Manual or Technical Instruction.†	Science.‡	Physical Exercises.†	Military Drill† (Boys and Men).	Cookery§ (Girls and Women).	Laundry Work§ (Girls and Women).	Dairy Work§ (Girls and Women).	Housewifery† (Girls and Women).
Schools connected with *National Society* or *Church of England*	6,815	18,061	20,849	12,462	2,676	60,863	788	140	238	43	11	70	13	—	1
Wesleyan Schools	514	1,125	1,228	872	169	3,908	36	2	16	3	—	7	1	—	—
Roman Catholic Schools	462	1,897	1,660	886	558	5,463	19	2	3	5	—	8	3	—	—
British and other Schools	11,412	12,197	11,733	8,894	1,523	45,759	287	91	117	45	10	104	35	—	2
School Board Schools	45,196	49,348	44,121	27,421	16,609	182,695	938	457	439	469	22	576	83	—	18
Total	64,399	82,628	79,591	50,585	21,535	298,688	2,068	692	813	565	43	765	135	—	21

* In ascertaining the hours for which the Variable Grant is payable, no time shall be counted for more than five subjects in the case of any one scholar. (Art. 13b 3).

† Instruction in these subjects is recognised for the purpose of the Fixed Grant, but no Variable Grant is paid in respect of them (Art. 3).

‡ For Science Subjects, *see* Table 43. § For number of the Departments which were paid grants for these subjects, *see* Table 42.

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III.—Certified Efficient Schools (Section 48 of the Elementary Education Act 1876.)

Table 45.—Number of Schools, Accommodation, Average Attendance, Numbers present at Inspection, Teachers.

Denominations.	No. of Institutions.	Number of Departments in those Institutions in which separate Teachers are employed.					Number of those Departments found to be			Accommodation.
		Boys.	Girls.	Mixed.	Infants.	Total.	Efficient.	Conditionally efficient.	Not efficient.	
Schools connected with *National Society* or *Church of England*	79	9	9	54	15	87	85	—	2	6,664
Wesleyan Schools	2	—	—	2	—	2	2	—	—	217
Roman Catholic Schools	12	1	—	12	—	13	13	—	—	823
British and other Schools	15	2	1	13	1	17	17	—	—	1,812
Total	108	12	10	81	16	119	117	—	2	9,516

Denominations.	Average Attendance.			Number of Scholars present at Inspection.			Number of Teachers.	
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Certificated.	Uncertificated.
Schools connected with *National Society* or *Church of England*	1,156	1,448	2,604	1,243	1,589	2,832	29	58
Wesleyan Schools	63	60	123	56	59	115	1	1
Roman Catholic Schools	92	110	202	98	120	218	4	8
British and other Schools	500	346	846	483	369	852	6	11
Total	1,811	1,964	3,775	1,880	2,137	4,017	40	78

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TABLE 46.—SCHOLARS ON THE REGISTERS.

DENOMINATIONS.	Number of Scholars on School Registers.														Total.
	Under 3.	3 and under 4.	4 and under 5.	5 and under 6.	6 and under 7.	7 and under 8.	8 and under 9.	9 and under 10.	10 and under 11.	11 and under 12.	12 and under 13.	13 and under 14.	14 and over.	
Schools connected with *National Society* or *Church of England*	1	114	265	394	418	338	302	313	334	311	296	121	43	3,250
Wesleyan Schools	—	—	4	1	1	3	16	27	18	35	25	10	1	143
Roman Catholic Schools	—	8		24	23	21	24	30	40	21	27	13	3	255
British and other Schools	—	18	30	82	108	103	109	111	100	119	119	83	16	1,018
Total	1	140	340	501	552	466	451	481	492	486	467	227	68	4,666

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IV.—SUMMARY TABLES OF EDUCATIONAL STATISTICS.

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TABLE 47.—Showing the RESULTS of the WORK of the past Year compared with that of the preceding year.

	Year ended 31st Aug. 1899.	Year ended 31st Aug. 1900.	Increase.	Decrease.	Percentage
ESTIMATED POPULATION (middle of year)	31,742,583	32,091,907	349,319	—	1·1
„ Aged 3–5 years	1,491,649	1,506,565	14,916	—	1·0
„ „ 5–14 years	6,508,080	6,573,161	65,081	—	1·0
„ „ 3–14 years	7,999,729	8,079,726	79,997	—	1·0
PUBLIC ELEMENTARY DAY SCHOOLS:—					
Number of Schools inspected — institutions	20,064	20,100	36	—	0·1
Number of Schools inspected — departments	31,173	31,234	61	—	0·1
Number of free institutions	17,248	17,349	101	—	0·5
„ fee-charging institutions	2,816	2,751	—	65	2·3
„ scholars for whom accommodation was provided.	6,417,514	6,509,611	92,097	—	1·4
„ „ on the school registers.	5,654,092	5,686,114	32,022	—	0·5
„ „ in average attendance.	4,636,938	4,666,130	29,192	—	0·6
„ Half-time scholars	95,621	89,036	—	6,585	6·8
Infant schools and classes:—					
Number of schools (departments)	7,982	8,020	38	—	0·4
„ classes	5,685	5,672	—	13	0·2
„ infant scholars on registers	2,032,261	2,023,319	—	8,942	0·4
„ infant scholars in actual average attendance.	1,464,494	1,460,576	—	3,918	0·2
Schools for older scholars:—					
Number of schools (departments)	23,191	23,214	23	—	0·0
„ older scholars on registers	3,621,831	3,662,795	40,964	—	1·1
„ older scholars in actual average attendance.	3,172,444	3,205,554	33,110	—	1·0
„ departments to which grants were made on examination in class subjects.	23,113	23,155	42	—	0·1
„ departments to which grants were made for drawing.	19,344	19,497	153	—	0·7
„ departments in which specific subjects were taught.	3,302	3,683	381	—	11·5
„ scholars qualified for grant in specific subjects.	346,301	330,815	—	15,486	4·4
„ girls paid grants for instruction in cookery.	199,469	215,405	15,936	—	7·9
„ girls paid grants for instruction in laundry work.	25,613	26,625	1,012	—	3·9
„ girls paid grants for instruction in dairy work.	12	17	5	—	41·6
„ boys paid grants for instruction in cottage gardening.	1,350	1,545	195	—	14·4
„ boys paid grants for manual instruction.	81,292	89,715	8,423	—	10·3
„ pupil-teachers paid grants for a good examination (Article 102).	7,647	8,165	518	—	6·7
„ pupil-teachers paid grants for a fair examination (Article 102).	12,218	11,133	—	1,085	8·8
„ schools in thinly populated places paid grants of 10*l.* or 15*l.* (Art. 104).	3,317	3,356	39	—	1·1

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	Year ended 31st Aug. 1899.	Year ended 31st Aug. 1900.	Increase.	Decrease.	Percentage.
Number of schools paid special grants of 10*l.* (Art. 105).	4,571	4,712	141	—	3·0
„ certificated and provisionally certificated teachers.	62,085	64,038	1,953	—	3·1
„ assistant and provisional assistant teachers.	30,233	32,436	2,203	—	7·2
„ pupil-teachers	30,783	29,393	—	1,390	4·5
„ probationers	2,566	2,565	—	1	·0
„ additional teachers (Article 68).	16,717	17,512	795	—	4·7
Evening Continuation Schools:—					
Number of schools - institutions	5,008	5,263	255	—	5·0
Number of schools - departments	5,971	6,154	183	—	3·0
„ scholars on the registers	474,563	509,251	34,688	—	7·3
Average attendance	201,855	206,335	4,480	—	2·2
Number of scholars for whom grants were claimed.	233,920	298,688	64,768	—	27·6
„ girls and women paid grants for instruction in cookery.	14,829	16,687	1,858	—	12·5
„ girls and women paid grants for instruction in laundry work.	1,232	1,393	161	—	13·0
„ girls and women paid grants for instruction in dairy work.	—	—	—	—	—
„ scholars paid grants for instruction in drawing.	32,574	38,508	5,934	—	18·2
Day and Evening Schools:—					
	£	£.	£	£	
Amount of school income:— Rates	2,704,564	2,959,717	255,153	—	9·4
Voluntary contributions	782,231	812,104	29,873	—	3·8
Endowment	152,144	156,012	3,868	—	2·5
School pence, books, &c.	270,107	262,135	—	7,972	2·9
County Council grants (evening schools)	29,170	35,930	6,760	—	23·1
Other local sources	98,767	108,107	9,340	—	9·4
Grants of previous year brought to account:— Science and Art Grants	154,958	12,678	—	142,280	91·8
Fee grants (day schools)	2,296,205	2,327,416	31,211	—	1·3
Aid grants (voluntary day schools)	638,191	669,772	31,581	—	4·9
Annual grants	4,741,890	4,993,115	251,225	—	5·2
Total	11,868,227	12,336,986	468,759	—	3·9
Cost of maintenance:— Salaries	9,139,914	9,568,182	428,268	—	4·6
Books and apparatus	902,114	874,754	—	27,360	3·0
Miscellaneous expenditure	1,907,735	2,010,070	102,335	—	5·3
Total	11,949,763	12,453,006	503,243	—	4·2
Amounts paid out of Parliamentary Grants. Annual grants to day schools	4,835,055	4,911,269	76,214	—	1·5
Fee grants to day schools for the inspection year of schools inspected.	2,302,573	2,317,464	14,891	—	·6
Annual grants to evening continuation schools.	183,707	201,324	17,617	—	9·5

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TABLE 48.—COMPARISON OF

Number of	Years ending		
	1870. (Revised Code).	1876.	1891.
Schools (institutions) inspected by H.M. Inspectors	8,281	14,273	19,508
Voluntary Schools	8,281	12,677	14,761
Board „	—	1,596	4,747
Departments under separate head teachers in those schools	12,061	20,782	29,533
Scholars for whom accommodation is provided	1,878,584	3,426,318	5,628,201
Per-centage to estimated population	8·50	14·13	19·35
Scholars on the school registers	1,693,059	2,943,774	4,824,683
Per-centage to estimated population	7·66	12·08	16·59
Scholars in actual average attendance (1)	1,152,389	1,984,573	3,749,956
Per-centage to estimated population	5·21	8·10	12·89
Per-centage to scholars on the school registers	68·06	67·42	77·72
Average attendance for payment in infant schools and classes	—	—	1,121,990
Average attendance for payment in schools for older scholars	—	—	2,650,960
Average attendance of scholars who earned grants upon examination in Class Subjects. (2)	—	—	2,521,974
Scholars qualified for grant in specific subjects (3)	—	—	90,087
Number of Departments in which singing was taught :—			
By ear	—	16,823	11,833
By notes	—	3,815	17,645
Number of Schools in which were taught (4) :—			
Military drill	—	1,056	1,365
Manual instruction	—	—	145
Science	—	—	420
Physical exercises	—	—	1,441
Half-time scholars (5)	—	201,284	173,040
School libraries (6)	—	—	4,96
Savings banks (6)	—	—	2,629
Certificated and provisionally certificated teachers (7)	12,467	23,053	47,823
Assistant and provisional assistant teachers (7)	1,262	3,173	23,508
Additional teachers (7)	—	543	5,681
Pupil-teachers (8)	14,304	32,231	28,131
Probationers	—	—	1,803
"Annual grant" (9)	£562,611	£1,316,864	£3,434,75

(1) In Table 49 will be found separately the average attendance in Board and Voluntary Schools.
(2) Table 53 gives the different subjects taught.
(3) Table 52 gives the subjects in which each scholar was presented.
(4) For Cookery, Laundry Work, Dairy Work, Cottage Gardening, and Manual Instruction, Table 54.
(5) Table 9 shows how these half timers were distributed in 1899-1900 throughout England and Wales.

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THE LAST TEN YEARS with 1870 and 1876.

31st August								
1892.	1893.	1894.	1895.	1896.	1897.	1898.	1899.	1900.
19,515	19,577	19,709	19,739	19,848	19,958	19,937	20,064	20,100
14,684	14,673	14,628	14,479	14,416	14,434	14,382	14,432	14,409
4,831	4,904	5,081	5,260	5,432	5,524	5,555	5,632	5,691
29,672	29,804	30,033	30,237	30,521	30,847	30,911	31,173	31,234
5,692,975	5,762,617	5,832,944	5,937,288	6,072,374	6,215,199	6,316,866	6,417,514	6,509,611
19·36	19·38	19·44	19·53	19·71	20·01	20·11	20·21	20·28
5,006,979	5,126,373	5,198,741	5,299,469	5,422,989	5,507,039	5,576,866	5,654,092	5,686,114
17·03	17·24	17·29	17·43	17·60	17·73	17·76	17·81	17·71
3,870,774	4,100,030	4,225,834	4,325,030	4,422,911	4,488,543	4,554,165	4,636,938	4,666,130
13·16	13·79	14·06	14·23	14·35	14·45	14·50	14·60	14·53
77·31	79·98	81·29	81·61	81·55	81·50	81·66	82·01	82·06
1,180,782	1,276,302	1,318,478	1,333,680	1,370,392	1,391,091	1,428,321	1,476,309	1,478,211
2,712,960	2,846,549	2,926,629	3,008,798	3,070,550	3,117,469	3,148,851	3,195,671	3,230,236
2,595,127	2,752,261	2,884,196	2,980,948	3,052,692	3,107,051	3,143,618	3,192,794	3,227,985
90,070	100,120	113,384	128,012	138,814	156,314	175,689	346,301	330,815
10,623	9,655	8,690	7,892	7,204	6,536	5,899	5,250	4,577
18,996	20,106	21,300	22,302	23,280	24,284	24,991	25,901	26,638
1,352	1,346	1,343	1,572	1,903	2,418	2,555	2,659	2,838
285	430	677	949	1,178	1,274	1,335	1,587	1,708
513	557	573	632	783	901	951	1,075	1,229
1,703	1,938	2,259	3,185	5,333	7,845	8,569	9,115	9,675
172,363	164,018	140,831	126,896	119,747	110,654	103,678	95,621	89,036
5,560	5,832	6,225	6,381	6,550	7,066	7,398	7,875	8,114
6,383	8,548	8,668	8,410	8,065	7,489	7,393	7,337	7,133
48,772	49,340	50,689	52,941	56,712	58,814	59,874	62,085	64,038
23,558	25,123	26,067	27,961	25,393	25,206	26,736	30,233	32,436
6,951	8,534	10,196	11,678	12,838	14,155	15,130	16,717	17,512
26,961	27,288	28,739	31,476	33,529	32,598	31,038	30,783	29,393
2,087	2,359	2,499	2,527	2,345	2,151	2,370	2,566	2,565
£3,561,300	£3,783,237	£3,926,641	£4,081,281	£4,217,506	£4,339,739	£4,554,932	£4,835,055	£4,911,269

(6) Table 10 shows where these libraries and savings banks were situated in 1899-1900.
(7) Men Teachers and Women Teachers are given separately in Table 55.
(8) Boy Teachers and Girl Teachers are given separately in Table 56.
(9) The average annual grant per scholar is given in Table 57.

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TABLE 49.—NUMBER OF CHILDREN IN AVERAGE ATTENDANCE IN PUBLIC ELEMENTARY DAY SCHOOLS, BOARD AND VOLUNTARY (inspected during the year).

Year ending August 31.	Board.	Voluntary.
1870	—	1,152,389
1871	—	1,231,434
1872	8,726	1,327,432
1873	69,983	1,412,497
1874	138,293	1,540,466
1875	227,285	1,609,895
1876	328,071	1,656,502
1877	427,533	1,723,150
1878	559,078	1,846,119
1879	669,741	1,925,254
1880	769,252	1,981,664
1881	856,351	2,007,184
1882	945,231	2,069,920
1883	1,028,904	2,098,310
1884	1,115,832	2,157,292
1885	1,187,455	2,183,870
1886	1,251,307	2,187,118
1887	1,315,461	2,211,920
1888	1,378,006	2,236,961
1889	1,424,835	2,257,790
1890	1,457,358	2,260,559
1891	1,491,571	2,258,385
1892	1,570,397	2,300,377
1893	1,688,668	2,411,362
1894	1,777,797	2,448,037
1895	1,879,218	2,445,812
1896	1,956,992	2,465,919
1897	2,016,547	2,471,996
1898	2,072,911	2,481,254
1899	2,137,805	2,499,133
1900	2,177,253	2,488,877

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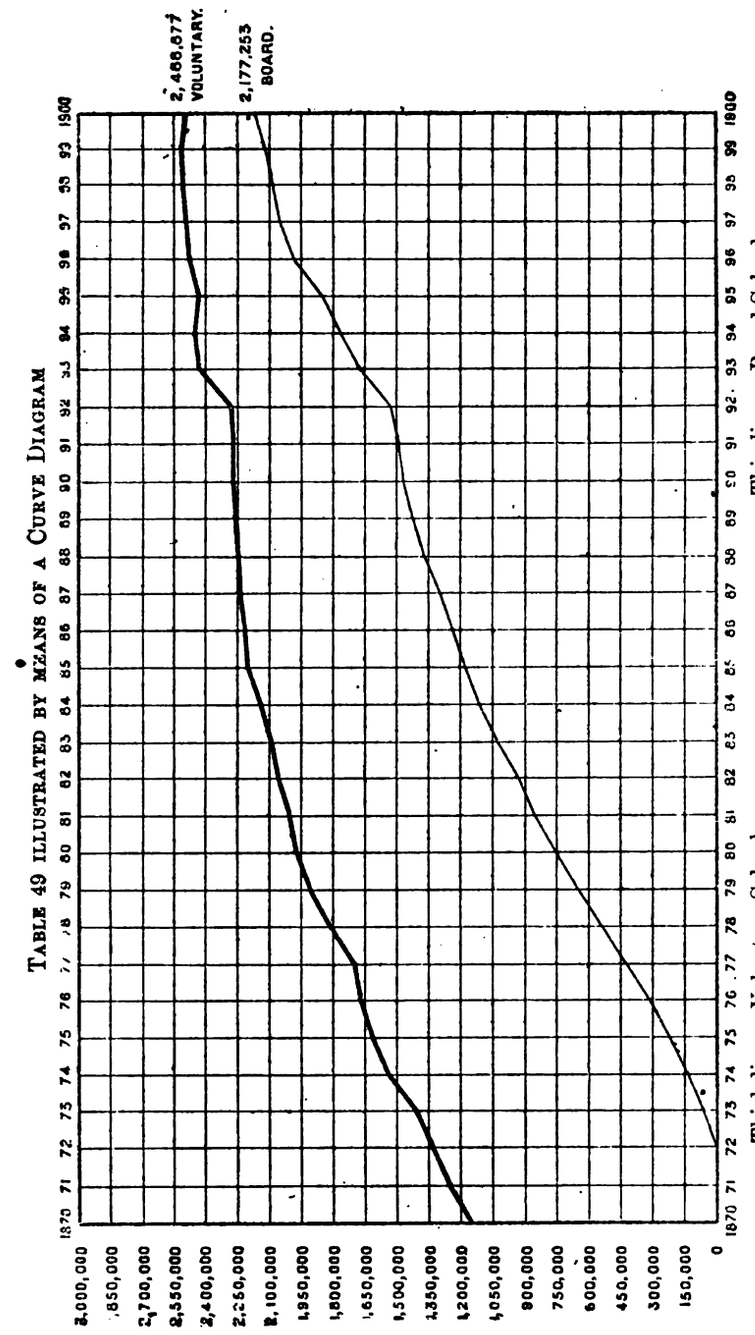

TABLE 49 ILLUSTRATED BY MEANS OF A CURVE DIAGRAM

Thick line = Voluntary Schools.
Thin line = Board Schools
First return for Board Schools, 1872.

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TABLE 50.—Showing the Per-centage of DEPARTMENTS for OLDER
Article 101 of the Code ; and the Average Amount

Article 101.	Name of Grant.	Rate of Payment.	Year	
			1891.	1892.
a.	Principal - - - - -	14*s.*	30·88	32·40
		12*s.* 6*d.*	69·10	67·48
		Not paid - - - -	·02	·12
b.	Discipline and Organisation	1*s.* 6*d.*	69·39	71·61
		1*s.*	30·54	28·27
		Not paid - - - -	·07	·12
c. i.	Drawing - - - - -	1*s.* 9*d.*	—	—
		Not paid - - - -	—	—
		Not claimed - - - -	—	—
c. ii.	Needlework (girls only) -	1*s.*	55·27	57·39
		Not paid - - - -	1·13	1·13
		Claimed as a class subject -	43·60	41·48
d.	Singing - - - - - -	1*s.*	52·84	57·29
		6*d.*	46·72	42·16
		Not paid - - - -	·44	·55
e.	Class Subjects - - -	1*s.* or 2*s.*	87·92	88·93
		Not paid - - - -	3·04	3·67
		Not claimed - - - -	9·04	7·40
f.	Specific Subjects - - -	3*s.* or 2*s.* (1891-8); 1*s.* or 6*d.* (1899).*	9·12	8·03
		Not paid - - - -	—	—
		Not claimed - - - -	90·88	91·97
g.	Cookery (girls and mixed departments).	4*s.*	8·65	10·88
		Not claimed, or not taught satisfactorily.	91·35	89·12

* In 1899 the Grants were 1*s.* or 6*d.* for every complete 24 hours' instruction.

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SCHOLARS earning the various Items of the GRANTS made under claimed per Unit of the Average Attendance.

ending 31st August.

1893.	1894.	1895.	1896.	1897.	1898.	1899.	1900.
34·46	37·54	42·02	47·91	52·67	56·85	61·33	66·03
65·33	62·26	57·86	2·07	47·28	43·14	38·66	33·96
·21	·20	·12	·02	·05	·01	·01	·01
71·08	74·98	79·21	84·04	87·21	90·96	93·65	95·14
28·71	24·82	20·67	15·94	12·74	9·03	6·34	4·85
·21	·20	·12	·02	·05	·01	·01	·01
—	—	—	—	—	29·28†	83·41	83·99
—	—	—	—	—	·05†	·10	·13
—	—	—	—	—	70·67†	16·49	15·88
57·88	58·12	59·91	61·37	60·78	61·63	63·52	66·56
1·01	·70	·51	·26	·17	·10	·08	·05
41·11	41·18	39·58	38·37	39·05	38·27	36·40	33·39
61·32	64·28	67·57	70·70	73·7	76·45	·82	81·37
38·10	35·22	32·02	29·07	26·1	23·40	1·04	18·51
·58	·50	·41	·23	·2	·15	·14	·12
91·15	96·21‡	97·40	98·21	98·94	99·44	99·66	·99
3·82	3·30‡	2·46	1·70	1·02	·55	·33	·24
5·03	·49‡	·14	·09	·04	·01	·01	·02
8·07	9·16	9·89	10·56	11·33	12·31	14·18	15·84
·3[illegible]	·23	·20	·21	·16	17	·06	·03
91·56	90·61	89·91	89·23	88·51	87 52	85·76	84·13
12·54	13·82	14·6	15·31	16·06	16·78	18·29	19·03
87·46	86·18	85·4	84·69	83·94	83·22	·71	80·97

† Drawing Grants were made for a portion only of the year 1898.
‡ Class Subjects were obligatory after 31st August 1893.

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TABLE 50—*continued.*

—	Name of Grant.	Rate of Payment.	Year 1891.	Year 1892.
h.	Laundry Work (girls and mixed departments only).	2*s.*	·15	·76
		Not claimed or not taught satisfactorily.	99·85	99·24
i.	Dairy Work (girls and mixed departments only).	4*s.*	—	—
		Not claimed or not taught satisfactorily.	—	—
k.	Cottage Gardening (boys and mixed departments only).	2*s.* or 4*s.*	—	—
		Not claimed or not taught satisfactorily.	—	—
l.	Manual Instruction (boys and mixed departments only).	6*s.* or 7*s.*	—	—
		Not claimed or not taught satisfactorily.	—	—
	Average amount claimed per unit of the average number in attendance for payment under Article 101.		*s. d.*	*s. d.*
a.	Principal Grant		13 1½	13 2½
b.	Discipline and Organisation		1 4½	1 4½
c. i.	Drawing		—	—
c. ii.	Needlework		0 2	0 2½
d.	Singing		0 10½	0 10½
e.	Class Subjects		3 2½	3 2½
f.	Specific Subjects		0 1½	0 1½
g.	Cookery		0 1½	0 1½
h.	Laundry Work		0 0	0 0
i.	Dairy Work		—	—
k.	Cottage Gardening		—	—
l.	Manual Instruction		—	—
		Total	18 11½	19 1

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ending 31st August,

1893.	1894.	1895.	1896.	1897.	1898.	1899.	1900.
1·11	1·39	2·14	2·5	2·96	3·13	3·39	3·69
98·89	98·61	97·86	97·5	97·04	96·87	96·61	96·31
—	·01	—	—	—	—	·01	·01
—	99·99	100	100	100	100	99·99	99·99
—	—	·01	·14	·3	·33	·4	·47
—	—	99·99	99·86	99·7	99·67	99·6	99·53
—	—	—	—	—	1·54*	7·21	7·84
—	—	—	—	—	98·46*	92·79	92·16
s. d.	*s. d.*	*s. d.*	*s. d.*	*£ s. d.*	*£. s. d.*	*£. s. d.*	*£. s. d.*
13 2½	13 3	13 4½	13 5¼	0 13 6¼	0 13 7	0 13 7½	0 13 8½
1 4½	1 4½	1 5	1 5¼	0 1 5½	0 1 5¾	0 1 5¾	0 1 6
—	—	—	—	—	0 0 3¼	0 1 0½	0 1 0¾
0 2¼	0 2¼	0 2½	0 2½	0 0 2¾	0 0 3	0 0 3½	0 0 3¾
0 10¾	0 10¾	0 11	0 11	0 0 11¼	0 0 11¼	0 0 11½	0 0 11½
3 3¼	3 4½	3 5½	3 6½	0 3 7¾	0 3 8¾	0 3 9¼	0 3 9¾
0 1½	0 1¾	0 1¾	0 2	0 0 2¼	0 0 2½	0 0 2¾	0 0 3
0 1¾	0 2	0 2	0 2½	0 0 2½	0 0 2¾	0 0 3	0 0 3¼
0 0	0 0	0 0					
—	0 0	0 0	0 0½	0 0 0¼	0 0 0¼	0 0 0¼	0 0 0¼
—	—	—					
—	—	—	—	—	0 0 0½	0 0 2	0 0 2¼
19 2½	19 5	19 8	19 11¼	1 0 2½	1 0 9	1 1 10¼	1 2 1

* Grants for Manual Instruction were made for a portion only of the year 1898.

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TABLE 31.—Showing the per-centage of INFANT SCHOOLS and CLASSES the average amount claimed per

Article 98.	Name of Grant	Rate of Payment	Year 1891.	Year 1892.
a.	Fixed Grant - - - - -	9*s.*	91·02	90·74
		7*s*	8·96	9·13
		Not paid.	·02	·13
b.	Variable Grant - - -	6*s.*	28·31	29·52
		4*s.*	50·40	49·50
		2*s.*	20·96	20·85
		Not paid.	·33	·13
c.	Needlework or Drawing -	1*s.*	99·45	99 38
		Not paid.	·55	·62
d.	Singing - - - - - -	1*s.*	55·91	60·20
		6*d.*	43·75	39·36
		Not paid.	·34	·44
	Average amount claimed per unit of the average number in attendance for payment under Article 98 :—		*s. d.*	*s. d.*
a.	Fixed Grant - - - - - - - - - - - -		8 11½	8 11½
b.	Variable Grant - - - - - - - - - - -		4 7⅞	4 8⅛
c.	Needlework or Drawing - - - - - - - - -		0 11¾	0 11¾
d.	Singing - - - - - - - - - - - -		0 10½	0 10½
		TOTAL - - - -	15 5	15 8

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earning the various items of the Grants under Article 98 of the Code; and unit of the average attendance.

ending 31st August.

1893	1894.	1895.	1896.	1897.	1898.	1899.	1900.
90·40	91·65	93·53	94·82	96·12	96·79	97·39	97·97
9·41	8·15	6·37	5·11	3·80	3·16	2·59	·02
·19	·20	·10	·07	·08	·05	·02	·01
30·83	33·77	38·54	42·75	46·12	49·76	53·89	58·98
49·12	49·15	48·78	47·60	46·54	44·94	41·69	37·98
19·86	16·88	12·58	9·58	7·26	5·25	4·40	3·02
·19	·20	·10	·07	·08	·05	·02	·02
99·43	99·59	99·82	99·87	99·88	99·9	99·96	99·97
·57	·41	·18	·13	·12	·1	·04	·03
64·20	68·36	72·70	75·63	78·67	81·62	84·28	86·97
35·42	31·25	27·07	24·18	21·18	18·27	15·66	13·00
·38	·39	·23	·19	·15	·11	·06	·03
s. d.	*s. d.*	*s. d.*	*s. d.*	*s. d.*	*s. d.*	*s. d.*	*s. d.*
8 11½	8 11½	8 11½	8 11½	8 11½	8 11½	8 11½	8 11½
4 9½	4 10½	5 0½	5 1½	5 3	5 3½	5 5	5 6½
0 11½	1 0	1 0	1 0	1 0	1 0	1 0	1 0
0 10½	0 10½	0 11	0 11½	0 11½	0 11½	0 11½	0 11½
15 7	15 8½	15 10½	16 0½	16 1½	16 3	16 4½	16 5½

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TABLE 52.—THE NUMBER OF DAY SCHOLARS QUALIFYING FOR when extra Grants were first offered for every Scholar passing a

Year ending 31 August.	Number of Scholars presented for Examination										
	Geography.	Grammar.	History.	English Literature.	Physical Geography.	Algebra.	Euclid.	Mensuration.	Mechanics.	Latin.	French or German.
1872	59,774	18,426	16,465	11,025	1,05[illegible]	2,824	17	31	—	32	225
1873	61,361	0,382	16,762	15,817	65[illegible]	3,621	—	53	—	46	1[illegible]4
1874	62,075	23,030	15,[illegible]56	26,331	1,032	4,653	77	8[illegible]	37	36	422
1875	62,451	29,202	17,71[illegible]	29,211	2,027	5,913	7[illegible]	2[illegible]	—	65	6,7[illegible]
1876	47,200†	26,017†;	10,5[illegible]7†	34,931	2,553		5,200†		295	452	1,45[illegible]
1877	—	—	—	44,730	1[illegible],[illegible]56		3,506		5[illegible]4	626	1,901
1878	—	—	—	5[illegible],96[illegible]	23,126		3,820		8[illegible]4	654	1,691
1879	—	—	—	80,137	29,459		5,253		1,021	664	2,5[illegible]
1880	—	—	—	113,193	34,282		5,628		2,109	831	3,336
1881	—	—	—	127,313	34,350		6,174		2,45[illegible]	1,006	3,394
1882	—	—	—	140,772	34,207		6,422		3,933	556	3,730
1883	—	—	—	109,48[illegible];	22,521;	8,256	4,750‡ 604		4,136	720	4,7[illegible]
1884	—	—	—	—	—	24,787	2,010		3,350	454	5,011
1885	—	—	—	—	—	25,347	1,269		3,766	365	5,17[illegible]
1886	—	—	—	—	—	25,393	1,247		4,972	342	5,00[illegible]
1887	—	—	—	—	—	25,103	995		6,34[illegible]	363	5,51[illegible]
1888	—	—	—	—	—	26,443	1,006		7,397	371	6,10[illegible]
1889	—	—	—	—	—	27,46[illegible]	923		9,651	350	6,72[illegible]
1890	—			—	—	—	30,035	977		11,662	360	7,25[illegible]
1891	—	—	—	—	—	—	31,349	[illegible]7[illegible]4	1,43[illegible]4	15,559	347	8,49[illegible]
1892	—	—	—	—	—	—	28,542	627	2,80[illegible]	18,000	260	8,845
1893	—	—	—	—	—	—	31,487	1,279	3,762	20,023	247	10,161
1894	—	—	—	—	—	—	32,612	1,399	4,018	21,532	226	11,341
1895	—	—	—	—	—	—	3[illegible],237	1,46[illegible]	5,614	23,[illegible]6	250	12,356
1896	—	—	—	—	—	—	41,846	1,584	6,859	24,956	186	12,901
1897	—	—	—	—	—	—	47,225	[illegible],659	8,619	26,110	112	15,664
1898	—	—	—	—	—	—	53,021	2,471	10,82[illegible]	27,009	224	16,591
1899**	—	—	—	—	—	—	111,436	5,932	24,84[illegible]	50,324	350	37,04[illegible]
1900	—	—	—	—	—	—	109,351	6,208	24,432	42,534	488	39,31[illegible]

* By the Minute of the 29 February 1877 incorporated into the Code of 1878, extra grants, limited to 8*l.* a school, were offered, provided *inter alia* that the time-table of the school provided "for one or more specific subjects of secular instruction beyond" reading, writing, and arithmetic. The Code of 1871 first offered "a grant of 3*s.* per subject for every day scholar "presented in Standards IV.–VI. who passes a satisfactory examination in not more than two "of such subjects." In the four months ending 31 August 1871, 19,485 scholars were presented in specific subjects.

† By the Code of 1875 grammar, history, and elementary geography were from the 31 March 1876 to be considered class subjects. Algebra, Euclid, and mensuration became "mathematics." The grant for specific subjects was raised to 4*s.* per subject, and children who had passed Standard VI. were allowed to take up three subjects.

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GRANTS IN THE VARIOUS SPECIFIC SUBJECTS, from the time satisfactory Examination in these Subjects to the present Year.°

(1872–98) or Qualifying for Grant (1899–1900).											Total Number of Qualifications.	Total Number of Scholars qualified.	Per-centage of Scholars qualified for Specific Subjects to the Total Number of Scholars on Register
Animal Physiology.	Botany.	Principles of Agriculture.	Chemistry.	Sound, Light, and Heat.	Magnetism and Electricity.	Book-keeping.	Shorthand.	Welsh.	Domestic Economy (Girls).	Other Subjects. ¶			
901	—	—	9	8 (Physics.)		—	—	—	357	23	111,275	71,507	3·6
725	—	—	14	70 (Physics.)		—	—	—	600	24	124,373	77,896	3·5
660	45	—	41	115 (Physics.)		—	—	—	844	148	135,792	84,620	3·4
966	58	—	26	11 (Physics.)		—	—	—	1,211	62	165,757	102,541	3·7
5,936	483	—	27	20 (Physics.)		—	—	—	3,307	24	145,524	89,186	3·0
13,032	913	—	—	—		—	—	—	10,919	—	95,497	64,470	2·0
15,866	928	—	—	—		—	—	—	24,636	—	130,801	85,520	2·4
20,506	1,332	—	—	—		—	—	—	37,409	—	179,158	119,429	3·2
24,725	1,853	—	—	—		—	—	—	50,797	—	236,810	160,333	4·1
25,886	1,903	—	—	—		—	—	—	55,993	—	258,509	173,665	4·2
27,683	2,149	—	—	—		—	—	—	59,812	—	279,664	185,157	4·4
29,027	2,677	422	368	196	1,133	—	—	—	49,037	2	238,112	159,262	3·7
22,857	2,604	1,859	1,047	1,253	3,244	—	—	—	21,458	16	89,980	66,634	1·5
20,869	2,415	1,481	1,095	1,231	2,864	—	—	—	19,437	112	85,429	64,376	1·6
18,523	1,992	1,351	1,158	1,334	2,951	27	—	—	19,556	385	84,271	64,924	1·4
17,338	1,589	1,137	1,488	1,158	2,250	—	—	192	20,716	221	84,417	66,574	1·4
16,940	1,598	1,151	1,808	978	1,977	83	—	369	20,787	175	87,085	69,439	1·4
15,893	1,944	1,199	1,531	1,076	1,669	109	—	419	22,064	107	91,133	72,781	1·5
15,842	1,830	1,228	2,007	1,183	2,293	30	—	459	23,094	98	98,354	78,611	1·6
15,050	2,115	1,231	1 847	1,085	2,554	138	814	576	27,475	559	111,55	90,087	1·
13,622	1,845	1,085	1,935	1,163	2,338	699	3,605	393	26,447	220	112,730	90,070	1·7
14,060	1,968	909	2,387	1,168	2,181	1,334	5,650	402	29,210	650	126,87S	100,120	1·9
15,271	2,052	1,231	3,043	1,175	3,040	1,550	8,293	534	32,922	1,243	142,48-	113,384	2·1
17,003	2,483	1,196	3,850	914	3,198	2,280	10,332	548	36,239	1,826	162,102	128,012	2·4
18,284	2,996	1,059	4,822	937	3,168	2,587	10,479	678	39,794	1,951	175,087	138,814	2·5
19,989	3,377	825	5,545	1,040	3,431	2,819	11,090	745	45,881	3,273	197,812	156,314	2·8
22,877	4,031	870	6,978	1,155	3,905	3,548	12,665	783	51,259	4,787	223,062	175,689	3·1
41,244	8,833	1,163	14,737	1,943	7,697	8,733	30,824	3,004	95,171	10,837	454,184	346,301	6·1
36,810	8,905	1,166	13,557	1,730	7,026	8,227	30,355	3,594	87,518	14,418	435,632	330,815	5·8

† By the Code of 1882 English and physical geography were, from the 30 April, 1883, added to the class subjects. Any scholar in Standards *V.–VII.* was allowed to be presented in not "more than two specific subjects." Mathematics were divided into "algebra" and "Euclid and mensuration."

§ By the Code of 1890 Euclid and mensuration were recognised as separate subjects.

‖ By the Code of 1892 the grant for specific subjects was, after the 31 August, 1892, "2*s.* or 3*s.* for "each scholar presented in any specific subject." No scholar could be presented in more than two specific subjects, and the Department was to decide "which, if either, of these sums of 2*s.* or 3*s.* shall be paid, after considering the report and recommendation of the Inspector."

¶ Elementary science, experimental mechanics, fruit culture, geology, history, horticulture, hygiene, manual instruction and applied drawing, natural philosophy, navigation, physiography, practical science, political economy, and social economy.

°° For any school year beginning after 31 August 1897, in place of the grant payable on examination of individual scholars "all the hours during which any registered scholar has received instruction . . . shall be added together, and a grant of 1*s.* or 6*d.* shall be paid for every complete 24 hours." (Code of 1897.)

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TABLE 53.—THE NUMBER OF DEPARTMENTS IN DAY SCHOOLS IN WHICH HAVE BEEN TAUGHT THE VARIOUS CLASS SUBJECTS,* 1884-1900.

Year ending 31st August.	English.	Geography.	Elementary Science.	History.	Needlework (Girls).	Welsh.§	Domestic Economy (Girls).‖	Object Lessons.¶	Suitable Occupations.¶	Number of Departments in which Grants have been Paid.	Grants have been Refused.	No Class Subject has been taken.
1884	19,[illegible]†	12,775	51	382†	5,920	—	—	—	—	18,483	597	2,538
1885	19,431†	12,336	45	360†	6,499	—	—	—	—	18,591	840	2,400
1886‡	19,688†	12,055	43	375†	6,309	—	—	—	—	18,784	824	2,411
1887‡	19,917†	12,035	39	383†	7,137	—	—	—	—	19,028	889	2,320
1888	20,041†	12,058	36	390†	7,424	—	—	—	—	19,254	787	2,284
1889	20,151†	12,171	36	386†	7,620	—	—	—	—	19,460	693	2,201
1890	20,304†	12,367	32	414†	7,753	—	—	—	—	19,691	613	2,212
1891	19,835	12,806	173	750	8,026	—	—	—	—	19,877	688	2,044
1892	18,175	13,485	788	1,627	7,655	—	—	—	—	20,110	330	1,871
1893	17,394	14,256	1,073	2,209	7,612	—	—	—	—	20,659	866	1,139
1894	17,030	15,250	1,215	2,972	7,675	1	—	—	—	21,915	753	1,11
1895	16,272	15,702	1,396	3,597	7,396	8	316	—	—	22,205	560	31
1896	15,327	16,171	2,237	4,143	7,219	18	471	1,079	360	22,533	389	21
1897	14,286	16,646	2,617	5,133	7,397	31	633	8,321	392	22,856	234	10
1898	13,456	17,049	2,143	5,730	7,252	12	784	21,882	176	22,614	127	2
1899	13,194	17,872	21,301¶	5,879	6,952	15	836	—	131	23,113	76	2
1900	12,993	18,632	19,998	5,833	6,396	18	981	—	121	23,155	55	4

* Class Subjects were first introduced into the Code of 1875, and were originally confined to Grammar, Geography, History, and Needlework. When afterwards extended to any other subjects that could be reasonably accepted as special branches of elementary instruction, it was found that new subjects had not been taken up to any considerable extent. By the Code of 1882—applying to grants which fell due on and after the 30th April 1883—the recognised Class Subjects were stated to be English, Geography, Elementary Science, History, and Needlework (for girls).

† During the years 1884–90 schools teaching Class Subjects were compelled to take up English; and History was confined to the upper standards.

‡ Drawing was a Class Subject for these two years. It was so taught in 240 schools in 1886 and in 506 schools in 1887. Schools were allowed to take up three subjects.

§ By the Code of 1893 Welsh (in Wales) was added to the Class Subjects.

‖ By the Code of 1894 Domestic Economy (for Girls) was added to the Class Subjects.

¶ By the Code of 1895 Object Lessons and Suitable Occupations for Standards I.–III. were added to the Class Subjects. By the Code of 1898, Object Lessons were made obligatory as the First Class Subject in Standards I., II. and III., for any school year beginning after the 31st August 1899. By the Code of 1900 Object Lessons ceased to be a Class Subject, but one of the Class Subjects must be taught by means of Object Lessons in Standards I., II., and III. (This alteration of the Code accounts for the great increase in the numbers of the departments in which Elementary Science has been taught, as that subject is generally selected to be taught by means of Object Lessons.)

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TABLE 54.—THE NUMBER OF DEPARTMENTS IN DAY SCHOOLS IN WHICH HAVE BEEN PRACTICALLY TAUGHT COOKERY, LAUNDRY WORK, DAIRY WORK, COTTAGE GARDENING, MANUAL INSPECTION, AND HOUSEHOLD MANAGEMENT.**

Year ending 31st August.	Cookery.*			Laundry Work.†			Dairy Work.‡			Cottage Gardening§				Manual Instruction.¶			
	Schools taught.	Departments earning Grants.	Number of Girls paid Grants of 4s.	Schools taught.	Departments earning Grants.	Number of Girls paid Grants of 2s.	Schools taught.	Departments earning Grants.	Number of Girls paid Grants of 4s.	Schools taught.	Departments earning Grants.	Number of Boys paid Grants of 2s.	Number of Boys paid Grants of 4s.	Schools taught.	Departments earning Grants.	Number of Boys paid Grant of 6s.	Number of Boys paid Grant of 7s.
1876	29																
1877	125																
1878	178																
1879	223																
1880	276																
1881	299																
1882	347																
1883	420	64	1,251														
1884	541	457	7,597														
1885	715	643	17,754														
1886	812	749	24,526														
1887	921	882	30,431														
1888	1,086	1,030	42,159														
1889	1,355	1,294	57,539														
1890	1,554	1,501	66,820														
1891	1,796	1,593	68,291	36	27	632	—	—	—	—	—	—	—	145			
1892	2,113	2,020	90,794	153	141	2,766	—	—	—	—	—	—	—	285			
1893	2,419	2,322	108,192	213	206	5,640	—	—	—	—	—	—	—	430			
1894	2,634	2,577	122,325	273	260	7,238	1	1	8	—	—	—	—	677			
1895	2,775	2,729	134,930	411	400	11,720	1	0	0	1	1	9	—	949			
1896	2,913	2,881	151,548	475	470	17,252	1	0	0	42	27	165	310	1,178			
1897	3,075	3,042	167,806	573	561	22,623	—	—	—	72	58	394	627	1,274			
1898	3,241	3,181	181,973	612	593	22,616	1	0	0	84	63	407	681	1,335	295	3,145	15,245
1899	3,545	3,495	199,469	668	647	25,613	2	1	12	96	77	434	916	1,587	1,389	13,979	67,313
1900	3,723	3,676	215,405	734	707	26,625	5	2	17	110	90	447	1,098	1,708	1,524	11,379	78,336

* The Code of 1875 allowed attendance at lessons in Practical Cookery approved by the Inspector to count as school attendance, but no grant was made for its practical teaching to schools whose grants fell due before the 30th April, 1883.

† The Code of 1890 first offered grants for the practical teaching of Laundry Work.

‡ The Code of 1893 first offered grants for the practical teaching of Dairy Work.

§ The Code of 1895 first offered grants for the practical teaching of Cottage Gardening.

¶ The Code of 1890 allowed time occupied in Manual Instruction, whether or not it was given on the school premises, to count as school attendance. Grants for Manual Instruction were first paid by the Education Department under the Code of 1898, therefore for that year a small proportion only of the schools in which it was given could receive a grant from the Education Department.

** HOUSEHOLD MANAGEMENT was taught in one Department in 1900 and grants of 7/- were paid on account of 27 scholars.

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TABLE 55.—MEN TEACHERS and WOMEN TEACHERS IN PUBLIC ELEMENTARY DAY SCHOOLS (including CERTIFICATED, PROVISIONALLY CERTIFICATED, ASSISTANT, PROVISIONAL ASSISTANT and ADDITIONAL TEACHERS).

Year ending August 31.	Men.	Women.
1870	6,882	6,847
1871	7,136	7,310
1872	7,893	8,524
1873	8,894	9,886
1874	9,817	11,386
1875	10,813	12,840
1876	11,616	14,901
1877	12,626	17,367
1878	14,151	20,637
1879	15,248	23,223
1880	16,202	25,224
1881	17,195	27,385
1882	18,088	30,030
1883	19,345	33,361
1884	20,580	37,222
1885	21,417	40,199
1886	22,141	42,169
1887	22,618	43,929
1888	22,986	45,697
1889	23,350	47,402
1890	23,958	49,575
1891	24,658	52,354
1892	24,551	54,730
1893	24,986	58,011
1894	25,349	61,603
1895	26,270	66,310
1896	26,547	68,396
1897	26,935	71,240
1898	27,504	74,242
1899	28,978	80,057
1900	29,678	84,308

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TABLE 53 ILLUSTRATED BY MEANS OF A CURVE DIAGRAM.

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TABLE 56.—BOY PUPIL-TEACHERS AND GIRL PUPIL-TEACHERS in PUBLIC ELEMENTARY DAY SCHOOLS (including PROBATIONERS).

Year ending August 31.*	Boys.	Girls.
1870	6,384	8,228
1871	8,088	10,078
1872	9,381	12,357
1873	10,233	14,787
1874	10,503	16,713
1875	10,842	18,403
1876	11,102	19,436
1877	11,300	20,363
1878	10,835	20,439
1879	10,573	21,177
1880	10,822	21,306
1881	9,975	20,735
1882	8,983	19,616
1883	7,920	19,100
1884	7,707	19,045
1885	7,625	20,113
1886	8,162	21,636
1887	8,509	22,344
1888	8,627	23,092
1889	8,312	23,698
1890	7,695	23,467
1891	6,812	23,122
1892	6,345	22,703
1893	6,249	23,398
1894	6,526	24,712
1895	7,246	26,757
1896	7,737	28,137
1897	7,369	27,380
1898	6,977	26,431
1899	6,643	26,706
1900	6,078	25,880

* Year ending 31st December for years 1870–1881.

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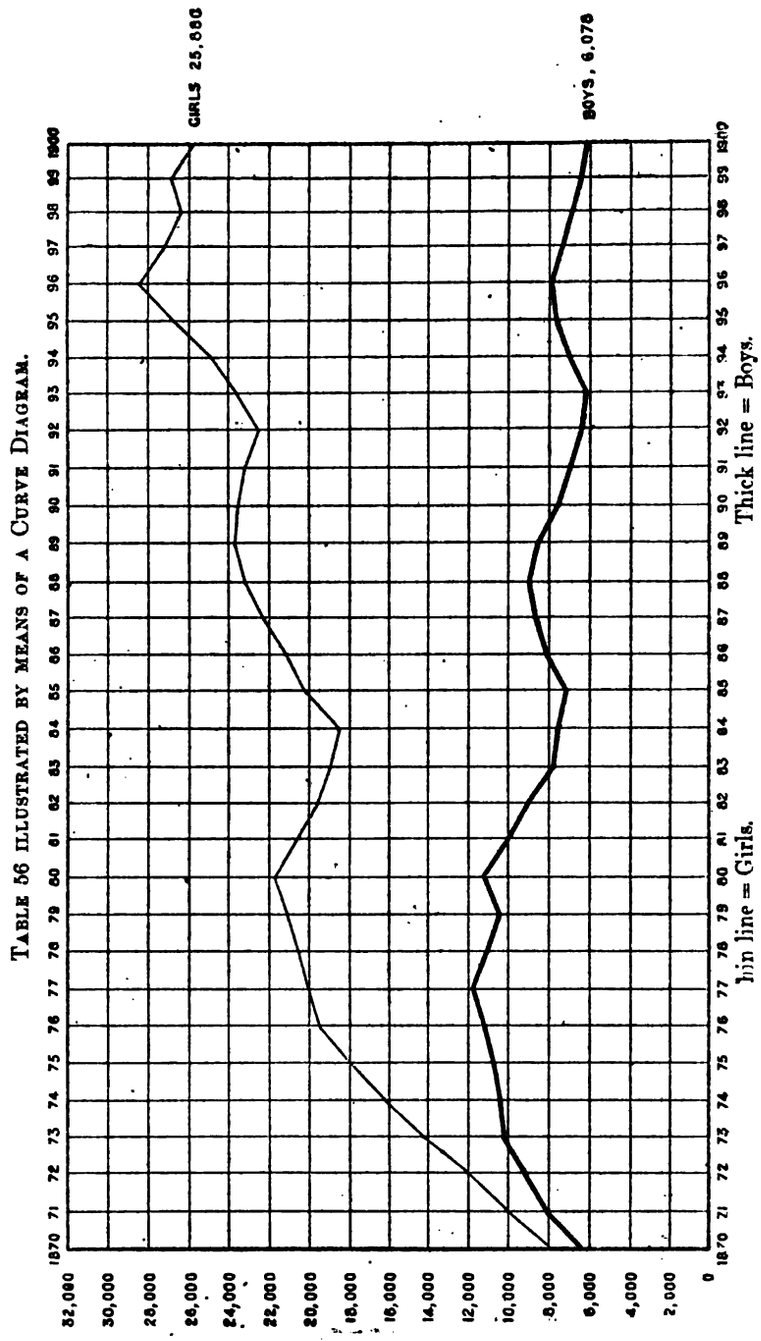
TABLE 56 ILLUSTRATED BY MEANS OF A CURVE DIAGRAM.



Thin line = Girls.
Thick line = Boys.

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TABLE 57.—AVERAGE ANNUAL GRANT PAID (for Maintenance only) PER SCHOLAR IN AVERAGE ATTENDANCE IN BOARD SCHOOLS AND VOLUNTARY SCHOOLS.

(The term "Annual Grant" does not include the "Fee Grant" or the "Aid Grant." The grants for Drawing and Manual Instruction were first included in 1898, and for a portion of that year only).

Year ending August 31.	Board.	Voluntary.
	£ s. d.	£ s. d.
1870	—	0 9 9¼
1871	—	0 10 1¾
1872	0 8 10¼	0 11 10
1873	0 9 11	0 12 3½
1874	0 10 10½	0 12 5
1875	0 11 5¼	0 12 9¼
1876	0 13 0¾	0 13 3¾
1877	0 14 5	0 14 4
1878	0 15 1	0 15 2
1879	0 15 3½	0 15 3¼
1880	0 15 7¾	0 15 5
1881	0 15 9¾	0 15 7¾
1882	0 16 2	0 15 9
1883	0 16 2	0 15 11
1884	0 17 1	0 16 4¾
1885	0 17 7	0 16 8¼
1886	0 17 10	0 16 10¼
1887	0 18 1	0 17 0¼
1888	0 18 1½	0 17 1¾
1889	0 18 3½	0 17 4¼
1890.	0 18 5¾	0 17 6¼
1891	0 18 9¼	0 18 0¼
1892	0 18 11	0 18 0¾
1893	0 18 11¼	0 18 1½
1894	0 19 1¾	0 18 2¼
1895	0 19 5	0 18 5½
1896	0 19 7¼	0 18 7¾
1897	0 19 9¼	0 18 11¾
1898	1 0 3	0 19 7¾
1899	1 1 1	1 0 4
1900	1 1 3	1 0 7

Calculated on returns for complete year only.

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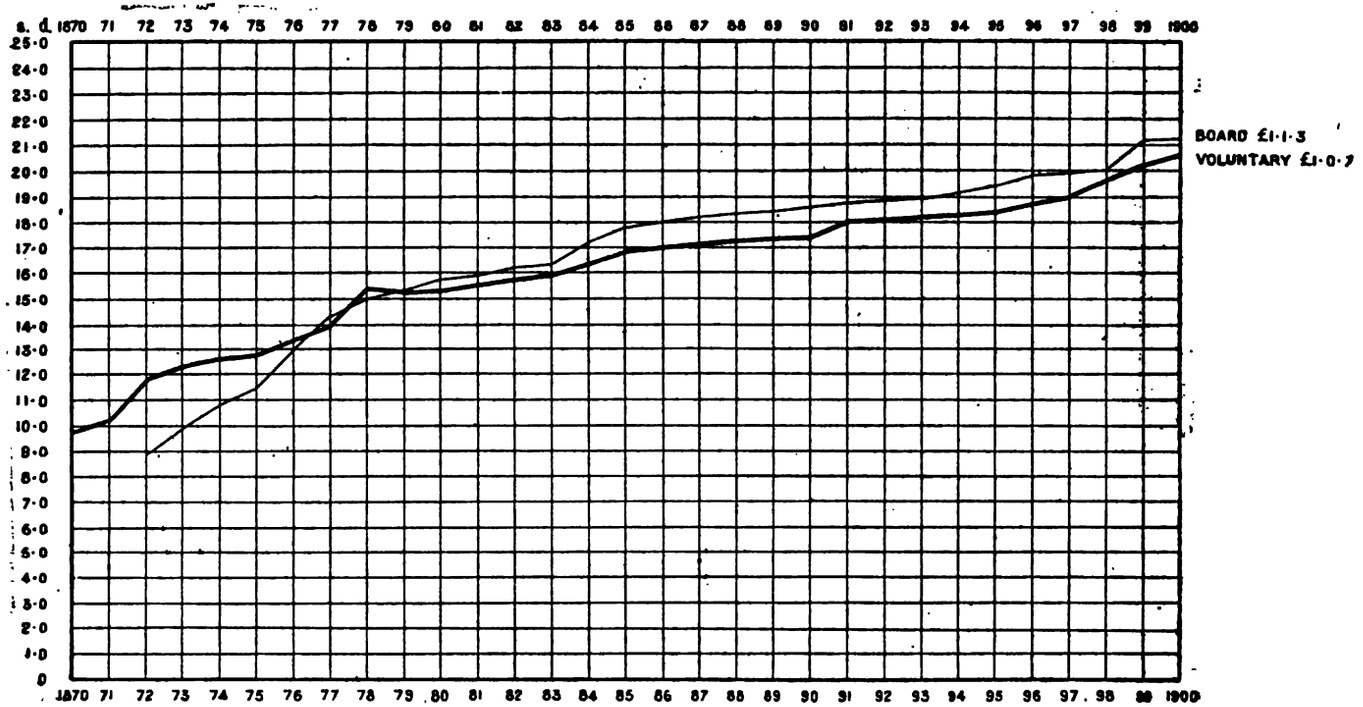
TABLE 57 ILLUSTRATED BY MEANS OF A CURVE DIAGRAM.



Thick line = Voluntary Schools. Thin line = Board Schools.

First return for Board Schools, 1872.

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TABLE 58.—AVERAGE INCOME (for Maintenance only)—
(*a*) in the case of BOARD SCHOOLS, from RATES;
(*b*) in the case of VOLUNTARY SCHOOLS, from VOLUNTARY CONTRIBUTIONS;
per SCHOLAR in AVERAGE ATTENDANCE.

Year ending August 31.	Board.	Voluntary.
	£ s. d.	s. d.
1870	—	6 11¾
1871	—	6 9¾
1872	0 10 0¾	7 3
1873	1 0 9¼	7 7¼
1874	1 0 8½	7 9
1875	1 0 6¼	8 1¾
1876	1 2 2¾	8 8½
1877	1 0 7½	8 8¾
1878	0 19 11¾	8 1¾
1879	0 18 9¾	7 8¼
1880	0 18 7	7 3
1881	0 16 11¼	7 1
1882	0 17 0	6 10¼
1883	0 16 1	6 8¾
1884	0 16 3	6 8½
1885	0 19 0¼	6 7¾
1886	0 18 4¼	6 9
1887	0 17 8½	6 7¾
1888	0 17 7¼	6 7¾
1889	0 17 1¾	6 7¼
1890	0 18 0½	6 7½
1891	0 18 11	6 10¼
1892	1 1 3½	6 10¾
1893	0 19 9¾	6 8½
1894	0 18 4¾	6 6¼
1895	0 19 8	6 9
1896	1 1 2	6 9½
1897	1 1 11½	6 8½
1898	1 2 8¼	6 1
1899	1 3 9¼	6 2
1900	1 5 6¼	6 4¾

Calculated on returns for complete year only.

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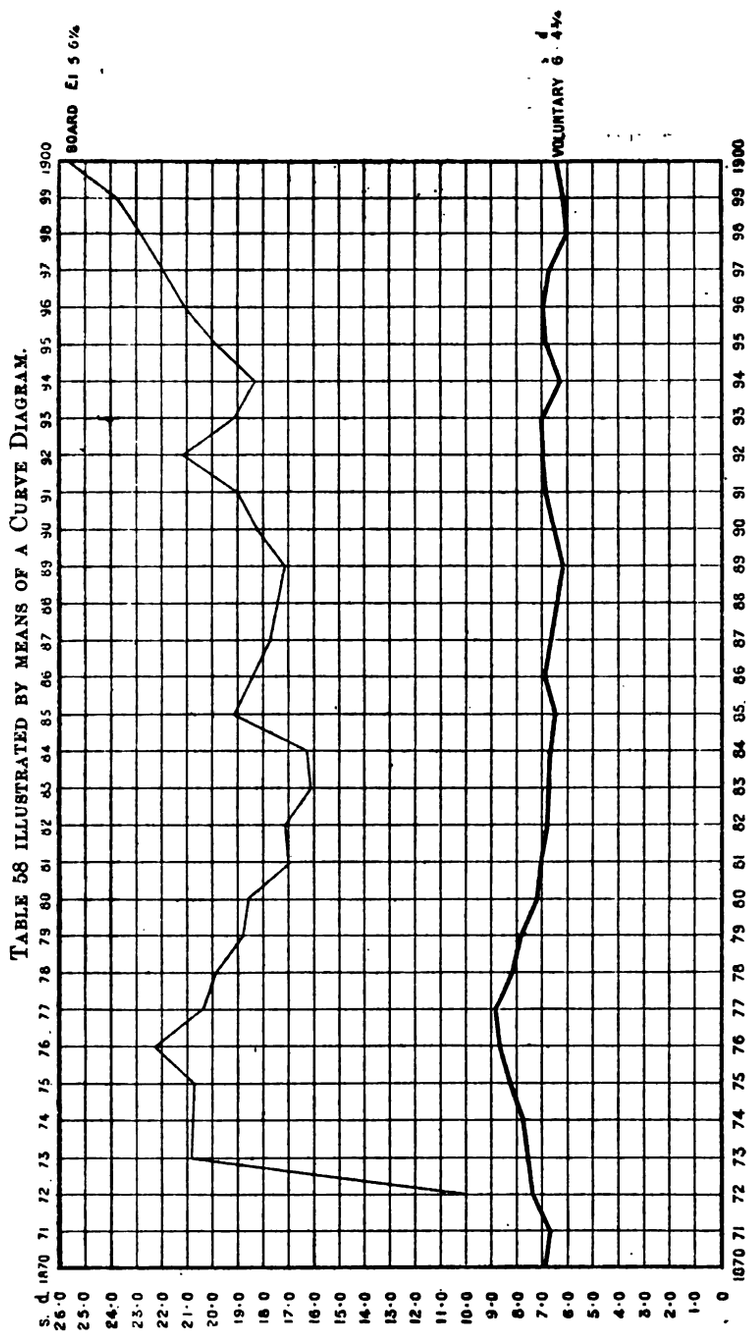
TABLE 58 ILLUSTRATED BY MEANS OF A CURVE DIAGRAM.



Thick line = Voluntary Schools. Thin line = Board Schools.
First return for Board Schools, 1872.

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TABLE 59.—AVERAGE INCOME (for Maintenance only)—
(*a*) in the case of BOARD SCHOOLS, from RATES and ENDOWMENTS;
(*b*) in the case of VOLUNTARY SCHOOLS, from VOLUNTARY CONTRIBUTIONS and ENDOWMENTS—
PER SCHOLAR IN AVERAGE ATTENDANCE.

Year ending August 31.	Board.	Voluntary.
	£ s. d.	s. d.
1870	—	7 9½
1871	—	7 7½
1872	0 10 1¼	8 2
1873	1 0 11	8 7½
1874	1 0 9½	8 9½
1875	1 0 7¼	9 3¾
1876	1 2 3½	9 11¼
1877	1 0 8½	10 0¼
1878	1 0 0¾	9 5¼
1879	0 18 10¾	9 1
1880	0 18 8	8 8
1881	0 17 0¼	8 6¼
1882	0 17 0¾	8 3
1883	0 16 1¾	8 2
1884	0 16 3¾	8 1½
1885	0 19 1	8 0¾
1886	0 18 4¾	8 1¾
1887	0 17 9¼	8 1
1888	0 17 7¾	8 1¼
1889	0 17 2¼	8 1¼
1890	0 18 1¼	8 0½
1891	0 18 11½	8 3¼
1892	1 1 4	8 3¼
1893	0 19 10¼	8 0
1894	0 18 5	7 9½
1895	0 19 8¼	7 11½
1896	1 1 2¼	7 11¾
1897	1 1 11¾	7 11¼
1898	1 2 8½	7 3½
1899	1 3 9½	7 4¼
1900	1 5 6½	7 7

Calculated on returns for complete year only.

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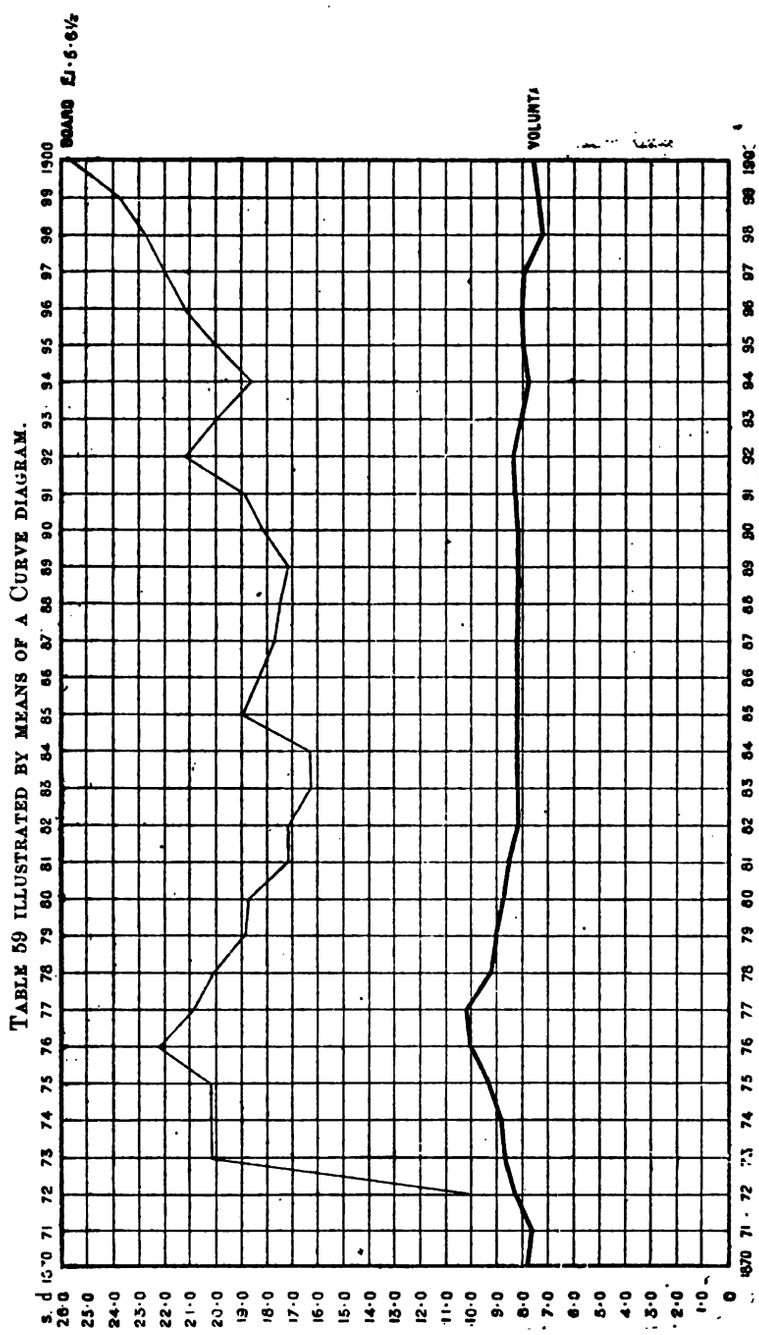
TABLE 59 ILLUSTRATED BY MEANS OF A CURVE DIAGRAM.



Thick line = Voluntary Schools.
Thin line = Board Schools.
First return for Board Schools 1872.

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TABLE 60.—AVERAGE EXPENDITURE (on Maintenance only) PER SCHOLAR IN AVERAGE ATTENDANCE IN BOARD SCHOOLS AND VOLUNTARY SCHOOLS.

Year ending August 31.	Board.			Voluntary.		
	£	s.	d.	£	s.	d.
1870		—		1	5	5
1871		—		1	5	6¾
1872	1	8	4¼	1	7	5
1873	1	14	5½	1	9	11¾
1874	1	15	4½	1	10	10½
1875	1	16	11	1	11	10¼
1876	2	1	4½	1	13	5¼
1877	2	1	4¼	1	13	9
1878	2	1	9¾	1	14	0
1879	2	2	0¾	1	14	6
1880	2	1	11¾	1	14	7¾
1881	2	1	6	1	14	11½
1882	2	1	6½	1	14	6¾
1883	2	1	3½	1	14	10¼
1884	2	1	8½	1	15	2
1885	2	5	4	1	15	9½
1886	2	4	11¾	1	16	4½
1887	2	4	7¼	1	16	4½
1888	2	4	7½	1	16	4
1889	2	4	6½	1	16	4½
1890	2	5	11½	1	16	11½
1891	2	7	1¾	1	17	8
1892	2	8	4¾	1	17	9½
1893	2	8	1½	1	17	6¼
1894	2	8	9¾	1	18	1¾
1895	2	10	1¾	1	18	11¼
1896	2	11	11¾	1	19	6¾
1897	2	13	2½	2	0	6
1898	2	13	9½	2	2	4¾
1899	2	15	7	2	5	1¼
1900	2	17	7½	2	6	4½

Calculated on returns for complete year only.

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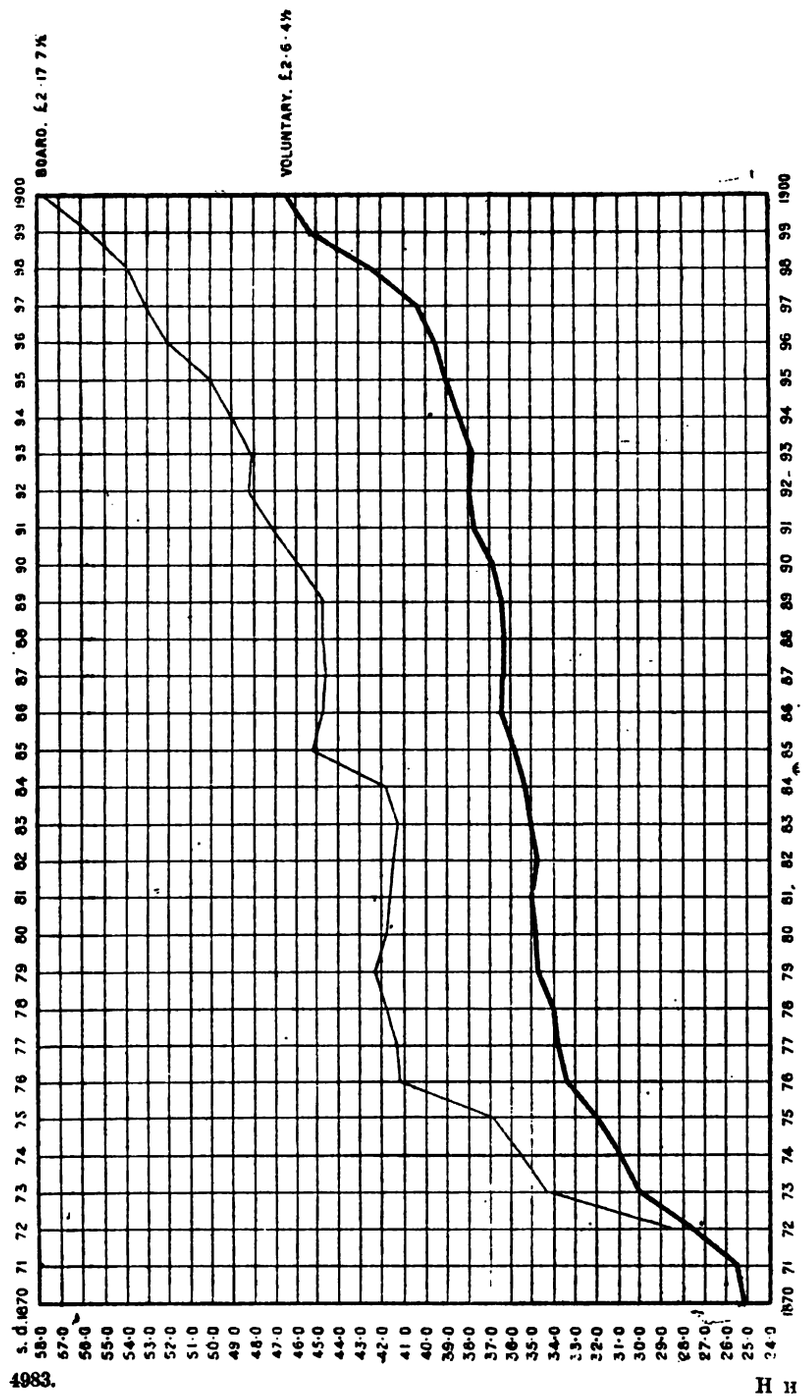
TABLE 60 ILLUSTRATED BY MEANS OF A CURVE DIAGRAM.



Thick line = Voluntary Schools.
First returns for Board Schools 1872.
Thin line = Board Schools.

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TABLE 61—(1) AVERAGE COST OF MAINTENANCE; 2) AVERAGE ANNUAL GRANT PAID; (3) AVERAGE SCHOOL FEES; (4) AVERAGE VOLUNTARY CONTRIBUTIONS, or RATES, towards MAINTENANCE—per CHILD in AVERAGE ATTENDANCE—in VOLUNTARY and BOARD DAY SCHOOLS.

Year ending 31st August.	(1.)* The Average Cost of Maintenance per Child in Average Attendance.		(2.)* The Average Annual Grant paid per Child in Average Attendance.		(3.)* The Average School Fees per Child in Average Attendance.		(4)* The Average Voluntary Contributions, or Rates in Board Schools, towards Maintenance, per Child in Average Attendance.	
	Voluntary Schools.	Board Schools.	Voluntary Schools.	Board Schools.	Voluntary Schools.	Board Schools.	Voluntary Schools.	Board Schools. (Rates).
	£ s. d.	£ s. d.	s. d.	s. d.	s. d.	s. d.	£ s. d.	£ s. d.
1870 - -	1 5 5	—	9 9½	—	8 4½	—	0 6 11½	—
1871 - -	1 5 6½	—	10 1¾	—	8 4¾	—	0 6 9¾	—
1872 - -	1 7 5	1 8 4½	11 10	8 10½	8 9½	7 5½	0 7 3	0 10 0¾
1873 - -	1 9 11¾	1 14 5½	12 3½	9 11	9 5½	8 0¾	0 7 7½	1 0 9½
1874 - -	1 10 10½	1 15 4½	12 5	10 10½	10 5¾	8 4	0 7 9	1 0 8½
1875 - -	1 11 10½	1 16 11	12 9½	11 5½	10 1¾	8 8½	0 8 1¾	1 0 6½
1876 - -	1 13 5½	2 1 4½	13 3¾	13 0¾	10 6½	9 1½	0 8 8½	1 2 2¾
1877 - -	1 13 9	2 1 4½	14 4	14 5	10 8½	9 2	0 8 8¾	1 0 7½
1878 - -	1 14 0	2 1 9¾	15 2	15 1	10 8¾	9 0	0 8 1¾	0 19 11¾
1879 - -	1 14 6	2 2 0¾	15 3¾	15 3½	10 10	9 3½	0 7 8½	0 18 9¾
1880 - -	1 14 7¾	2 1 11¾	15 5	15 7¾	10 9¾	9 0	0 7 3	0 18 7
1881 - -	1 14 11½	2 1 6	15 7¾	15 9¾	11 0½	9 3½	0 7 1	0 16 11½
1882 - -	1 14 6¾	2 1 6½	15 9	16 2	11 0	9 4	0 6 10½	0 17 0
1883 - -	1 14 10½	2 1 3½	15 11	16 6	11 1	9 5½	0 6 8¾	0 16 1
1884 - -	1 15 2	2 1 8½	16 4¾	17 1	11 2	9 5¾	0 6 8½	0 16 3
1885 - -	1 15 9½	2 5 4	16 8½	17 7	11 2¾	9 4	0 6 7¾	0 19 0½
1886 - -	1 16 4½	2 4 11¾	16 10½	17 10	11 2½	9 1½	0 6 9	0 18 4½
1887 - -	1 16 4½	2 4 7½	17 0½	18 1	11 1¾	9 0¾	0 6 7¾	0 17 8½
1888 - -	1 16 4	2 4 7½	17 1¾	18 1½	11 0¾	8 11½	0 6 7¾	0 17 7½
1889 - -	1 16 4½	2 4 6½	17 4½	18 3½	11 1½	8 11¾	0 6 7½	0 17 1¾
1890 - -	1 16 11½	2 5 11½	17 6½	18 5¾	11 2¾	9 1	0 6 7½	0 18 0¾
1891 - -	1 17 8	2 7 1¾	18 0½	18 9½	11 3½	9 1½	0 6 10½	0 18 11
1892 - -	1 17 9½	2 8 4¾	18 0¾	18 11	7 3½†	5 6†	0 6 10¾	1 1 3½
1893 - -	1 17 6½	2 8 1½	18 1½	18 11½	2 4½	0 8½	0 6 8½	0 19 9¾
1894 - -	1 18 1¾	2 8 9¾	18 2½	19 1¾	2 0¾	0 7	0 6 6½	0 18 4¾
1895 - -	1 18 11½	2 10 1¾	18 5½	19 5	1 11½	0 5¾	0 6 9	0 19 8
1896 - -	1 19 6¾	2 11 11¾	18 7¾	19 7½	1 10½	0 5½	0 6 9½	1 1 2
1897 - -	2 0 6	2 13 2½	18 11¾	19 9¾	1 9½	0 5½	0 6 8½	1 1 11½
1898 - -	2 2 4¾	2 13 9½	19 7¾	20 3	1 8½	0 5	0 6 1	1 2 8½
1899 - -	2 5 1½	2 15 7	20 4	21 1	1 7½	0 5	0 6 2	1 3 9½
1900 - -	2 6 4½	2 17 7½	20 7	21 3	1 5½	0 4½	0 6 4¾	1 5 6½

* The averages under (1), (3), and (4) are taken from the returns furnished by the schools to the Education Department. The average under (2) is the average grant actually paid. The grants paid in one year appear in the school returns of the following year, and the amount per child contributed by the Education Department towards maintenance is therefore determined by the average attendance of that following year. *E.g.*, the average attendance in board schools in 1873 was 69,983, and the total annual grant paid was 34,706*l.*, which gave an average grant per child in average attendance of 9*s.* 11*d.* When the grants were brought to account in 1874 the average attendance in board schools was 178,293, and 34,766*l.*, divided by 138,293 gives only 5*s.* per child. Hence the average cost of maintenance of 1*l.* 15*s.* 4½*d.* per child was met by 5*s.* from the Education Department, 20*s.* 8½*d.* from rates and 8*s.* 4*d.* from fees. The remaining 1*s.* 4*d.* came from other sources.

† The decrease in the average school fees in 1892 and thereafter is owing to the operation of the Elementary Education Act, 1891, under which a fee grant of ten shillings is payable to schools willing to receive it, which comply with the conditions of the Act.

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TABLE 62.—TOTAL AMOUNT of VOLUNTARY CONTRIBUTIONS and RATES expended towards the MAINTENANCE of DAY and EVENING SCHOOLS during the Years 1870-1900.

Year ending 31st August.	VOLUNTARY CONTRIBUTIONS.						RATES
	Schools connected with the National Society or Church of England.	Wesleyan Schools.	Roman Catholic Schools.	British and other Schools.	Board Schools.	Total.	
	£.	£	£	£	£	£	£
1870 - -	329,846	Included under British, &c., until 1878.	22,387	66,606	—	418,839	—*
1871 - -	343,085		25,881	68,435	—	437,401	—*
1872 - -	378,555		31,197	83,099	535	493,386	3,254
1873 - -	416,465		35,814	83,629	3,594	539,502	57,052
1874 - -	470,376		40,025	90,772	1,664	602,837	129,735
1875 - -	528,483		44,437	100,283	2,362	675,565	230,682
1876 - -	592,301		50,638	105,380	3,481	751,800	369,913
1877 - -	620,034		57,460	104,930	3,821	786,245	447,710
1878 - -	613,253	18,554	54,137	84,902	3,258	774,104	570,194
1879 - -	599,642	17,959	54,428	79,263	2,842	754,134	636,792
1880 - -	587,273	16,019	54,481	79,484	1,898	739,155	726,226
1881 - -	582,382	15,515	52,028	76,751	2,260	728,936	738,737
1882 - -	581,180	15,705	51,284	75,132	1,545	724,846	808,121
1883 - -	577,314	15,271	51,565	71,519	1,420	717,089	840,947
1884 - -	585,072	16,802	57,672	72,979	1,603	734,128	915,474
1885 - -	583,976	15,935	59,233	96,832	892	756,828	1,140,946
1886 - -	586,951	15,691	64,600	74,694	661	742,597	1,169,150
1887 - -	580,872	16,543	66,707	78,294	1,321	743,737	1,194,081
1888 - -	582,081	15,682	65,904	81,673	576	745,916	1,231,783
1889 - -	582,018	17,192	67,480	83,131	1,039	750,860	1,229,037
1890 - -	589,641	17,253	70,912	79,723	1,141	758,670	1,320,487
1891 - -	602,574	16,940	78,049	81,532	464	779,559	1,450,187
1892 - -	613,573	16,853	83,426	81,276	3,649	798,777	1,704,371
1893 - -	617,878	18,144	88,031	83,771	1,125	808,949	1,705,621
1894 - -	622,034	17,544	84,729	82,440	1,806	808,553	1,724,233
1895 - -	640,406	19,681	92,215	82,361	1,765	836,428	1,942,710
1896 - -	643,386	21,593	97,448	88,541	1,326	852,294	2,182,372
1897 - -	632,906	19,777	98,664	92,527	1,412	845,236	2,325,301
1898 - -	585,945	17,170	77,490	85,342	259	766,206	2,470,035
1899 - -	603,241	18,027	77,075	83,362	525	782,231	2,704,564
1900 - -	624,156	20,194	81,181	85,973	600	812,104	2,959 717
Total -	17,496,859	400,044	1,986,579	2,584,636	48,844	22,466,962	34,930,270

* There were no board schools inspected before the year ending 31st August 1872.
† The Wesleyan schools were included under British, &c., until 1878.

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TABLE 63.—ABSTRACT OF INCOME (FOR MAINTENANCE ONLY) inspected for Annual Grants between

N.B.—The day school figures relate to maintenance only, and do not alterations, administration, or inspection. The evening school figures are to purposes other than actual maintenance

SCHOOLS CONNECTED WITH THE NATIONAL

	Year ending 31st August.	Endowment.	Voluntary Contributions.	School Pence, Books, &c.	County Council Grants.	Other Local Sources.	Total Income from all Local Sources.
		£	£	£	£	£	£
Day Schools	1894	133,577	620,003	159,323	—	37,220	950,123
	1895	128,103	638,605	151,813	—	40,480	959,001
	1896	126,347	641,067	147,122	—	44,950	959,486
	1897	122,985	630,169	142,164	—	45,697	941,015
	1898	122,078	583,613	135,409	—	46,865	887,965
	1899	121,455	600,286	129,578	—	43,773	895,092
	1900	121,982	620,251	126,848	—	44,771	913,852
Evening Schools	1894	—	2,031	3,230	2,715	386	8,362
	1895	406	1,801	3,343	6,809	276	12,635
	1896	513	2,319	3,859	9,192	210	16,093
	1897	498	2,737	4,236	10,226	311	18,008
	1898	742	2,332	4,548	12,175	385	20,182
	1899	368	2,955	4,145	13,109	459	21,036
	1900	958	3,905	4,384	14,084	426	23,757
Total	1894	133,577	622,034	162,553	2,715	37,606	958,485
	1895	128,509	640,406	155,156	6,809	40,756	971,636
	1896	126,860	643,386	150,981	9,192	45,160	975,579
	1897	123,483	632,906	146,400	10,226	46,008	959,023
	1898	122,820	585,945	139,957	12,175	47,250	908,147
	1899	121,823	603,241	133,723	13,109	44,232	916,128
	1900	122,940	624,156	131,232	14,084	45,197	937,609
Grand Total	1894-1900	880,012	4,352,074	1,020,002	68,810	306,209	6,626,607

WESLEYAN

Day Schools	1894	754	17,456	39,240	—	1,387	58,837
	1895	783	19,657	36,658	—	1,489	58,587
	1896	622	21 528	34,949	—	1,497	58,576
	1897	584	19,622	34,032	—	1,623	55,911
	1898	538	17,124	32,714	—	1,741	52,117
	1899	587	17,915	31,431	—	1,640	51,573
	1900	561	20,163	30,444	—	1,601	52,769
Evening Schools	1894	—	38	297	245	21	651
	1895	—	24	290	602	26	942
	1896	—	65	313	342	7	727
	1897	5	155	463	501	24	1,148
	1898	30	46	417	494	14	1,001
	1899	30	112	500	569	176	1,387
	1900	—	31	413	653	31	1,128
Total	1894	754	17,544	39,537	245	1,408	59,488
	1895	783	19,681	36,948	602	1,515	59,529
	1896	602	21,593	35,262	342	1,504	59,303
	1897	589	19,777	34,545	501	1,647	57,059
	1898	568	17,170	33.131	494	1,755	53,118
	1899	617	18.027	31,931	569	1,816	52,960
	1900	561	20,194	30,857	653	1,632	53,897
Grand Total	1894-1900	4,474	133,986	242,211	3,406	11,277	395,354

* The rates of income per scholar are calculated in

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OF PUBLIC ELEMENTARY DAY AND EVENING CONTINUATION SCHOOLS, the 1st September 1893, and the 31st August, 1900.

include sums received for the purposes of new buildings, structural not so exact, as the balance sheets sometimes include sums which relate and exclude sums, as *e.g.*, rent, which ought to appear.

SOCIETY OR THE CHURCH OF ENGLAND.

Government Grants (brought to account).				Total Income.	Rate per Scholar in Actual Average Attendance		Number of Schools inspected.	Actual Average Number of Scholars in Attendance in those Schools.
Science and Art Grant.	Fee Grant.	Annual Grant.	Aid Grant.		Of Total Income.*	Of Income from Local Sources.*		
£	£	£	£	£	£ s. d.	s. d.		
52,931	930,436	1,624,264	—	3,557,754	1 18 6	10 3	11,906	1,847,660
55,160	922,935	1,666,373	—	3,603,469	1 18 11	10 4	11,830	1,850,545
57,089	922,795	1,702,967	—	3,642,337	1 18 11	10 4	11,804	1,871,653
60,396	936,160	1,748,300	—	3,685,871	1 19 5	10 0	11,817	1,871,773
61,317	921,587	1,770,084	278,525	3,919,578	2 1 9	9 5	11,786	1,880,124
43,869	938,266	1,861,027	475 728	4,213.982	2 4 6	9 5	11,824	1,891,569
440	939,794	1 938,793	493,726	4,286,605	2 5 6	9 8	11,804	1,882 854
148	—	6,177	—	14,687	0 10 8	6 1	1,375	27,458
204	—	13,659	—	26,498	0 18 3	8 9	1,368	28,972
356	—	18,805	—	35,854	1 0 9	9 6	1,518	33,941
487	—	23,031	—	41,526	0 19 9	8 7	1,692	42,090
823	—	29,287	—	50,292	1 0 6	8 3	1,806	49,070
662	—	34,787	—	56,485	1 3 9	8 10	1,948	47,632
876	—	33,910	—	58,543	1 4 4	9 10	2,047	47,975
53,079	930,436	1,630,441	—	3,572,441	—	—	13,281	1,875,118
55,364	922,935	1,680,082	—	3.629,967	—	—	13,198	1,879,517
57,445	922,795	1,721,772	—	3,677,591	—	—	13,322	1,905,594
60,883	936,160	1,771,331	—	3,727,897	—	—	13,509	1,913,863
62,140	921,587	1,799,371	278,625	3,969,870	—	—	13,592	1,929,194
44,531	938,266	1,895,814	475,728	4,270,467	—	—	13,772	1,948,201
1,816	939,794	1,972,706	493,726	4,345,148	—	—	13,851	1,980,829
334,758	6,511,978	12,471,464	1,248,079	27,192,881	—	—	—	—

SCHOOLS.

5,201	66,719	119,343	—	250,100	1 17 4	8 9	509	133,757
4,989	63,533	117,145	—	244,254	1 17 8	9 0	482	129,724
5,329	62,298	116,653	—	242,856	1 18 5	9 3	461	125,998
5,681	61,720	117,515	—	240,827	1 18 6	8 11	457	125,171
5,499	61,130	119,363	23,236	261,345	2 1 5	8 3	458	126,553
3,833	60,806	121,282	32,307	269,801	2 3 2	8 3	456	125,355
—	62,459	130,219	38,633	284,080	2 4 11	8 4	460	126,593
9	—	375	—	1,035	0 11 4	7 2	67	1,818
5	—	919	—	1,866	1 1 8	10 11	52	1,721
22	—	1,293	—	2,042	1 0 9	7 5	66	1,965
32	—	1,302	—	2,482	0 18 8	8 8	74	2,653
55	—	1,715	—	2,771	0 18 8	6 9	78	2,970
42	—	2,281	—	3,710	1 4 7	9 2	85	3,021
39	—	2.100	—	3,267	1 2 0	7 2	89	2,963
5,210	66,719	119,718	—	251,135	—	—	576	135,575
4,994	63,533	118,064	—	246,120	—	—	534	131,445
5,351	62,298	117,946	—	244,898	—	—	529	127,963
5,713	61,720	118,817	—	248,309	—	—	531	127,824
5,554	61,130	121,078	23,236	264,116	—	—	536	129,523
3,875	60,806	123,563	32,307	278,511	—	—	541	128,376
39	62,459	132,319	38,633	287,347	—	—	549	129,556
30,736	438,655	851,505	94,176	1,810,436	—	—	—	—

Day Schools on returns for complete year only. (See footnote to Table 32.)

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TABLE 63

ROMAN CATHOLIC

—	Year ending 31st August.	Endowment.	Voluntary Contributions.	School Pence, Books, &c.	County Council Grants.	Other Local Sources.	Total Income from all Local Sources.
		£	£	£	£	£	£
Day Schools - -	1894	2,769	84,150	6,927	—	2,011	95,857
	1895	3,043	91,287	6,996	—	2,251	103,577
	1896	2,551	96,669	7,192	—	1,713	108,125
	1897	2,795	96,932	7,434	—	2,024	109,185
	1898	2,518	75,428	7,060	—	2,899	87,905
	1899	2,426	75,329	7,336	—	1,905	86,896
	1900	2,922	79,267	7,396	—	1,536	91,121
Evening Schools -	1894	—	579	407	67	84	1,137
	1895	—	928	447	75	48	1,498
	1896	—	779	402	59	63	1,303
	1897	—	1,732	615	76	149	2,572
	1898	—	2,062	608	118	149	2,937
	1899	—	1,747	566	130	103	2,546
	1900	—	1,914	641	75	84	2,714
Total -	1894	2,769	84,729	7,334	67	2,095	96,994
	1895	3,043	92,215	7,443	75	2,299	105,075
	1896	2,551	97,448	7,594	59	1,776	109,428
	1897	2,795	98,664	8,049	76	2,173	111,757
	1898	2,518	77,490	7,668	118	3,048	90,842
	1899	2,426	77,076	7,902	130	1,908	89,442
	1900	2,922	81,181	8,037	75	1,620	93,885
Grand Total -	1894–1900	19,024	608,803	54,027	600	14,919	697,373

BRITISH AND

Day Schools - -	1894	17,399	79,947	44,0*5	—	3,508	145,850
	1895	18,397	77,743	42,135	—	3,991	142,266
	1896	22,584	84,688	39,923	—	3,739	150,934
	1897	24,987	87,294	38,203	—	4,048	154,532
	1898	25,486	81,397	35,633	—	3,911	146,427
	1899	24,496	78,434	33,922	—	3,363	140,215
	1900	24,349	80,921	32,307	—	3,598	141,175
Evening Schools -	1894	—	2,493	3,248	1,802	498	8,041
	1895	64	4,618	4,100	4,501	272	13,555
	1896	498	3,853	3,968	5,192	322	13,833
	1897	401	5,233	5,713	7,394	610	19,351
	1898	350	3,945	5,132	8,558	349	18,334
	1899	452	4,928	6,686	9,800	868	22,734
	1900	471	5,052	7,345	14,991	676	28,535
Total - -	1894	17,399	82,440	48,244	1,802	4,006	153,891
	1895	18,461	82,361	46,235	4,501	4,263	155,821
	1896	23,082	88,541	43,891	5,192	4,061	164,767
	1897	25,388	92,527	43,916	7,394	4,658	173,883
	1898	25,836	85,342	40,765	8,558	4,260	164,761
	1899	24,948	83,362	40,608	9,800	4,231	162,949
	1900	24,820	85,973	39,652	14,991	4,274	169,710
Grand Total -	1894-1900	159 934	600,546	303,311	52,238	29,753	1,145,782

* The rates of income per scholar are calculated in

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—*continued.*

SCHOOLS.

Government Grants (brought to account).				Total Income.	Rate per Scholar in Actual Average Attendance.		Number of Schools inspected.	Actual Average Number of Scholars in Attendance in those Schools.
Science and Art Grant.	Fee Grant.	Annual Grant.	Aid Grant.		Of Total Income.*	Of Income from Local Sources.*		
£	£	£	£	£	£ s. d.	£ s. d.		
5,716	113,277	190,039	—	404,889	1 16 4	0 8 6	977	223,057
6,365	114,641	199,797	—	424,380	1 16 10	0 8 11	990	230,392
6,752	117,622	208,924	—	441,423	1 17 6	0 9 1	998	235,505
7,096	119,529	215,039	—	450,849	1 17 6	0 8 11	1,017	240,784
7,342	120,898	222,188	37,675	476,008	1 18 10	0 7 1	1,021	245,028
5,933	122,890	232,688	74,616	523,023	2 2 3	0 6 11	1,037	248,293
—	127,832	251,713	79,491	550,157	2 3 3	0 7 2	1,052	255,124
13	—	858	—	2,008	0 12 10	0 7 3	60	3,133
8	—	1,781	—	3,287	0 19 7	0 8 11	56	3,355
23	—	2,631	—	3,957	1 3 5	0 7 8	58	3,377
12	—	2,450	—	5,034	1 6 6	0 13 7	65	3,793
15	—	3,192	—	6,144	1 4 2	0 11 7	71	5,085
19	—	3,966	—	6,531	1 11 11	0 12 5	69	4,088
25	—	3,431	—	6,170	1 12 7	0 14 4	70	3,778
5,729	113,277	190,897	—	406,897	—	—	1,037	226,190
6,373	114,641	201,578	—	427,667	—	—	1,046	233,747
6,775	117,622	211,565	—	445,380	—	—	1,056	238,882
7,108	119,529	217,489	—	455,883	—	—	1,082	244,577
7,357	120,898	225,380	37,675	482,152	—	—	1,092	250,118
5,952	122,890	236,654	74,616	529,554	—	—	1,106	252,381
25	127,832	255,144	79,491	556,327	—	—	1,122	258,902
39,319	836,689	1,538,697	191,782	3,303,860	—	—	—	—

OTHER SCHOOLS.

9,294	122,874	217,821	—	495,839	2 0 10	0 11 11	1,236	243,563
8,958	116,465	214,901	—	482,590	2 1 0	0 12 0	1,177	235,151
9,208	114,957	214,070	—	489,169	2 1 6	0 12 2	1,151	232,763
9,717	115,507	218,315	—	498,071	2 2 5	0 12 11	1,143	234,268
9,237	113,627	217,701	33,663	520,655	2 5 4	0 12 8	1,117	229,549
6,640	113,550	226,026	55,374	541,805	2 7 11	0 12 4	1,115	229,916
—	112,113	231,178	57,922	542,388	2 8 5	0 12 5	1,093	224,306
165	—	5,449	—	13,655	0 17 1	0 10 0	524	16,004
371	—	9,650	—	23,576	1 7 2	0 15 7	541	17,351
360	—	12,892	—	27,085	1 8 7	0 14 7	570	18,965
488	—	15,780	—	35,619	1 10 3	0 16 5	664	23,547
517	—	19,150	—	38,009	1 6 11	0 13 0	756	28,233
540	—	23,604	—	46,878	1 14 4	0 16 8	823	27,280
422	—	23,066	—	52,023	1 16 10	1 0 2	883	28,200
9,459	122,874	223,270	—	509,494	—	—	1,760	259,567
9,329	116,465	224,551	—	506,166	—	—	1,718	252,502
9,568	114,957	226,962	—	516,254	—	—	1,721	251,728
10,205	115,507	234,095	—	533,690	—	—	1,807	257,815
9,754	113,627	236,859	33,663	558,664	—	—	1,873	257,782
7,180	113,550	249,630	55,374	583,683	—	—	1,938	257,196
422	112,113	254,244	57,922	594,411	—	—	1,976	252,506
55,917	809,093	1,649,611	146,959	3,807,362	—	—	—	—

Day Schools on returns for complete year only (see footnote to Table 82).

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TABLE 63

BOARD

—	Year ending 31st August.	Endowment.	Voluntary Contributions.	School Pence, Books, &c.	Rates.	County Council Grants.	Other Local Sources.	Total Income from all Local Sources.
		£	£	£	£	£	£	£
Day Schools - -	1894	2,733	1,806	49,816	1,664 247	—	31,753	1,750,355
	1895	3,401	1,765	46,951	1,883,771	—	35,126	1,971,017
	1896	2,626	1,326	49,330	2,112 885	—	37,575	2,203,742
	1897	2,474	1,412	46,784	2,250 602	—	41,545	2,342,817
	1898	2,430	259	45,016	2,384,616	—	47,709	2,475,030
	1899	2 324	525	45.113	2,581.533	—	45 225	2 674,720
	1900	4,705	600	40,957	2.809,666	—	52.639	2,908,577
Evening Schools -	1894	—	—	12,735	59,991	2,106	884	75,716
	1895	45	—	14,120	58,942	4,322	525	77,954
	1896	16	—	13,815	69,487	4,246	441	88,005
	1897	62	—	16,883	74,699	5,104	723	97,471
	1898	59	—	15,261	85,419	6,094	989	107,822
	1899	6	—	10 830	123,031	5,562	1,355	140.784
	1900	64	—	11,391	150,051	6,127	2,745	170.377
Total - -	1894	2,733	1,806	62,551	1,724,238	2,106	32,637	1,826,071
	1895	3,446	1,765	61,071	1,942,716	4,322	35,651	2,048,971
	1896	2,642	1,326	63,145	2,182,372	4,246	38,016	2,291,747
	1897	2,536	1,412	63,667	2,325,301	5,104	42,268	2,440,288
	1898	2,489	259	60,277	2,470,035	6,094	43,698	2,582,852
	1899	2,330	525	55,948	2,704,564	5,562	46.580	2,815,504
	1900	4,769	600	52.367	2,959,717	6,127	55,384	3,078,954
Grand Total -	1894–1900	20,945	7,698	419,011	16,308,943	33,561	294,234	17,084,387

SUMMARY

Day Schools - -	1894	157,232	803,362	300,302	1,664,247	—	75.879	3,001,022
	1895	153,727	829,057	284,553	1,883,774	—	83.337	3,234,448
	1896	154,710	845,278	278,516	2,112,885	—	89,474	3,480,863
	1897	153,825	835,429	268,667	2,250,602	—	94,937	3,603,460
	1898	153,050	757,821	255,832	2,384,616	—	98,125	3,649,444
	1899	151,488	772,489	247,380	2.581.533	—	95,806	3,848.406
	1900	154,519	801,202	237,962	2,809,666	—	104,145	4,107,494
Evening Schools -	1894	—	5,191	19,917	59,991	6,935	1,873	93,907
	1895	515	7,371	22,300	58,942	16,309	1,147	106,584
	1896	1,027	7,016	22,357	69,487	19,031	1,043	119,961
	1897	966	9,857	27,910	74,699	23,301	1,817	138,550
	1898	1,181	8,385	25,966	85,419	27,439	1,886	150,276
	1899	856	9,742	22 727	123.031	29.170	2,961	188,487
	1900	1,493	10 902	24,173	150,051	35,930	3.962	226,511
Total - -	1894	157,232	808,553	320,219	1,724,238	6,935	77,752	3,094,929
	1895	154,242	836,428	306,853	1,942,716	16,309	84,484	3,341,032
	1896	155,737	852,294	300,873	2,182,372	19,031	90,517	3,600,824
	1897	154,791	845,286	296,577	2,325,301	23,301	96,754	3,742,010
	1898	154,231	766,206	281,798	2,470,035	27,439	100,011	3,799,720
	1899	152,144	782,231	270,107	2,704,564	29,170	98,767	4,036,983
	1900	156,012	812,104	262,135	2,959,717	35,930	108,107	4,334,005
Grand Total -	1894–1900	1,084,389	5,703,102	2,038,562	16,308,943	158,115	656,392	25,949,503

* The rates of income per scholar are calculated in

† Paid to Voluntary Schools which

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—*continued.*

SCHOOLS.

Government Grants (brought to account).				Total Income.	Rate per Scholar in actual Average Attendance.		Number of Schools Inspected.	Actual Average Number of Scholars in Attendance in those Schools.
Science and Art Grant.	Fee Grant.	Annual Grant.	Aid Grant.		Of Total Income.*	Of Income from Local Sources.*		
£	£	£	£	£	£ s. d.	£ s. d.		
80,265	898,658	1,604,517	—	4,333,795	2 8 10	0 19 4	5,081	1,777,797
84,821	930,023	1,728,661	—	4,714,522	2 10 2	1 0 6	5,260	1,879,218
94,237	971,165	1,832,228	—	5,101,372	2 12 0	1 2 0	5,432	1,956,092
102,982	1,000,379	1,919,661	—	5,365,839	2 13 2	1 2 10	5,524	2,016,547
109,122	1,017,542	1,984,047	—	5,585,741	2 13 10	1 3 7	5,555	2,072,911
90,812	1,060,693	2,121,457	166†	5,947,848	2 15 7	1 4 7	5,632	2,137,805
9,535	1,085,218	2,268,771	—	6,272,101	2 17 8	1 6 5	5,691	2,177,253
913	—	27,787	—	104,416	1 11 1	1 2 6	1,292	67,117
838	—	55,514	—	134,306	1 14 4	0 19 11	1,404	78,124
1,430	—	69,124	—	158,559	1 15 8	0 19 10	1,530	88,775
2,032	—	81,844	—	181,347	1 13 9	0 18 1	1,731	107,517
2,829	—	97,315	—	207,966	1 13 1	0 17 2	1,915	125,738
2,608	—	114,772	—	258,164	2 3 1	1 3 6	2,083	119,814
1,341	—	109,934	—	281,652	2 5 7	1 7 7	2,174	123,419
81,178	898,658	1,632,304	—	4,438,211	—	—	6,373	1,844,914
85,659	930,023	1,784,175	—	4,848,828	—	—	6,664	1,967,342
95,667	971,165	1,901,352	—	5,259,931	—	—	6,962	2,045,767
105,014	1,000,379	2,001,505	—	5,547,186	—	—	7,255	2,124,064
111,951	1,017,542	2,081,362	—	5,793,707	—	-	7,470	2,198,649
93,420	1,060,693	2,236,229	166†	6,216,012	—	—	7,715	2,257,639
10,876	1,085,218	2,378,705	—	6,563,753	—	—	7,865	2,300,672
583,765	6,963,678	14,015,632	166†	38,647,028	—	—	—	—

UNDER YEARS.

153,407	2,131,964	3,755,984	—	9,042,377	2 2 9	0 14 0	19,709	4,225,834
160,293	2,147,597	3,926,877	—	9,469,215	2 3 7	0 14 7	19,739	4,325,030
172,615	2,188,837	4,074,842	—	9,917,157	2 4 8	0 15 5	19,848	4,422,911
185,872	2,233,295	4,218,830	—	10,241,457	2 5 7	0 15 9	19,958	4,488,543
192,517	2,234,784	4,313,383	373,199	10,763,327	2 7 2	0 15 10	19,937	4,554,165
151,087	2,296,205	4,562,480	638,191	11,496,459	2 9 7	0 16 4	20,064	4,636,938
9,075	2,327,416	4,820,674	669,772	11,935,331	2 11 2	0 17 5	20,100	4,666,130
1,248	—	40,646	—	135,801	1 3 6	0 16 3	3,318	115,530
1,426	—	81,523	—	189,533	1 9 3	0 16 5	3,421	129,523
2,191	—	104,745	—	226,897	1 10 10	0 16 4	3,742	147,023
3,051	—	124,407	—	266,008	1 9 7	0 15 5	4,226	179,600
4,239	—	150,667	—	305,182	1 8 11	0 14 3	4,626	211,096
3,871	—	179,410	—	371,768	1 16 10	0 18 8	5,008	201,855
2,703	—	172,441	—	401,655	1 18 11	1 1 11	5,263	206,335
154,655	2,131,964	3,796,630	—	9,178,178	—	—	23,027	4,341,364
161,719	2,147,597	4,008,400	—	9,658,748	—	—	23,160	4,454,553
174,806	2,188,837	4,179,587	—	10,144,054	—	—	23,590	4,569,934
188,923	2,233,295	4,343,237	—	10,507,465	—	—	24,184	4,668,148
196,756	2,234,784	4,464,050	373,199	11,068,509	—	—	24,563	4,765,261
154,958	2,296,205	4,741,890	638,191	11,868,227	—	—	25,072	4,838,798
12,678	2,327,416	4,993,115	669,772	12,336,986	—	—	25,363	4,872,465
1,044,496	15,560,098	30,526,909	1,681,162	74,762,167	—	—	—	—

Day Schools on returns for complete year only (see footnote to Table 32).
were afterwards transferred to the School Board.

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TABLE 63

SUMMARY UNDER

——	——	Years ending 31st August.	Endowment.	Voluntary Contributions.	School Pence, Books, &c.
			£	£	
Schools connected with *National Society* or *Church of England* - - - - -	Day schools -	1894-1900	876,527	4,333,994	992,257
	Evening schools	„	3,485	18,080	27,745
Wesleyan Schools - - -	Day schools -	1894-1899	4,409	133,465	239,518
	Evening schools	„	65	521	2,693
Roman Catholic Schools -	Day schools -	1894-1900	19,024	599,062	90,341
	Evening schools	„	—	9,749	3,686
British and other Schools -	Day schools -	1894-1900	157,698	570,424	267,119
	Evening schools	„	2,236	30,122	36,192
Board Schools - - - -	Day schools -	1894-1900	20,693	7,693	323,977
	Evening schools	„	252	—	95,034
Total - - - -	Day schools -	1894-1900	1,078,351	5,644,638	1,873,212
	Evening schools	„	6,038	58,464	165,350
Grand Total - - -	——	1894-1900 (7 years).	1,084,389	5,703,102	2,038,562

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—*continued.*

DENOMINATIONS.

Rates.	County Council Grants.	Other Local Sources.	Total Income from all Local Sources.	Government Grants (brought to account).				Total Income.
				Science and Art Grant.	Fee Grant.	Annual Grant.	Aid Grant.	
—	—	303,756	6,506,534	331,202	6,511,973	12,311,808	1,248,079	26,909,596
—	68,310	2,453	120,073	3,556	—	159,656	—	283,285
—	—	10,978	388,370	30,532	438,665	841,520	94,176	1,793,263
—	3,406	299	6,984	204	—	9,985	—	17,173
—	—	14,239	682,666	39,204	836,689	1,520,388	191,782	3,270,729
—	600	680	14,707	115	—	18,309	—	33,131
—	—	26,158	1,021,399	53,054	809,093	1,540,012	146,959	3,570,517
—	52,238	3,595	124,383	2,863	—	109,599	—	236,845
15,687,323	—	286,572	16,326,258	571,774	6,963,678	13,459,342	166	37,321,218
621,620	33,561	7,662	758,129	11,991	—	556,290	—	1,326,410
15,687,323	—	641,703	24,925,227	1,025,766	15,560,098	29,673,070	1,681,162	72,865,323
621,620	158,115	14,689	1,024,276	18,729	—	853,839	—	1,896,844
16,808,948	158,115	656,892	25,949,503	1,044,495	15,560,098	30,526,909	1,681,162	74,762,167

* The Grand Total of each Denomination will be found in the previous parts of this Table.

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TABLE 64.—ABSTRACT OF EXPENDITURE (FOR MAINTENANCE ONLY INSPECTED FOR ANNUAL GRANTS BETWEEN

(N.B.—The Day School figures relate to maintenance only, and do not alterations, administration, or inspection. The evening than maintenance, and rent

SCHOOLS CONNECTED WITH THE NATIONAL

——	Year ending 31st August.	Salaries.	Books and Apparatus.
		£	£
Day Schools - - - -	1894	2,695,226	220,425
	1895	2,756,439	226,130
	1896	2,840,843	235,515
	1897	2,923,271	240,892
	1898	3,054,964	269,657
	1899	3,225,710	369,096
	1900	3,333,098	335,472
Evening Schools - - -	1894	15,122	2,308
	1895	22,683	2,784
	1896	28,505	3,283
	1897	34,561	3,703
	1898	41,795	3,975
	1899	46,461	4,295
	1900	48,004	4,511
Total - - -	1894	2,710,348	222,733
	1895	2,779,122	228,914
	1896	2,869,348	238,798
	1897	2,957,832	244,595
	1898	3,096,759	273,632
	1899	3,271,571	373,391
	1900	3,381,102	339,983
Grand Total -	1894–1900	21,066,082	1,922,046

WESLEYAN

Day Schools - - - -	1894	199,852	15,707
	1895	195,474	16,162
	1896	193,242	15,237
	1897	196,580	16,155
	1898	203,787	19,772
	1899	217,561	26,622
	1900	227,130	23,860
Evening Schools - - -	1894	1,189	157
	1895	1,481	178
	1896	1,688	121
	1897	2,290	185
	1898	2,489	234
	1899	2,899	263
	1900	2,865	231
Total - - - -	1894	201,041	15,864
	1895	196,955	16,340
	1896	194,930	15,358
	1897	198,870	16,340
	1898	206,276	20,006
	1899	220,460	26,885
	1900	229,995	24,091
Grand Total - -	1894–1900	1,448,527	134,884

The rates of expenditure per scholar are calculated

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OF PUBLIC ELEMENTARY DAY AND EVENING CONTINUATION SCHOOLS 1ST SEPTEMBER 1893, AND 31ST AUGUST 1900.

include sums spent for the purposes of new buildings, structural school figures often include sums spent on objects other is often altogether omitted.)

SOCIETY OR THE CHURCH OF ENGLAND.

Miscellaneous.	Total.	Rate of Expenditure per Scholar in actual Average Attendance.*	Number of Schools inspected.	Actual Average Number of Scholars in Attendance in those Schools.
£	£	£ s. d.		
602,109	3,517,760	1 18 1	11,906	1,847,660
623,209	3,605,778	1 18 11	11,830	1,850,545
622,834	3,699,192	1 19 6	11,804	1,871,653
614,833	3,778,996	2 0 5	11,817	1,871,773
654,508	3,979,129	2 2 4	11,786	1,880,124
661,720	4,255,926	2 4 11	11,824	1,895,569
588,503	4,357,073	2 6 3	11,804	1,882,844
3,693	21,123	0 15 4	1,375	27,458
4,875	30,342	1 0 11	1,368	28,972
6,023	37,811	1 2 3	1,518	33,941
6,862	45,126	1 1 5	1,692	42,090
7,805	53,575	1 1 10	1,806	49,070
7,669	58,425	1 4 6	1,948	47,632
9,400	61,915	1 5 9	2,047	47,975
606,802	3,538,883	—	13,281	1,875,118
628,084	3,636,120	—	13,196	1,879,517
628,857	3,737,003	—	13,322	1,906,594
621,695	3,824,122	—	13,509	1,913,868
662,813	4,032,704	—	13,592	1,929,194
669,389	4,314,851	—	13,772	1,943,201
697,908	4,418,998	—	13,861	1,950,829
4,514,043	27,502,171	—	—	—

SCHOOLS.

37,727	253,266	1 17 10	509	133,757
38,667	250,303	1 18 7	482	129,724
38,277	246,756	1 19 2	463	125,998
37,544	250,279	2 0 0	457	125,171
41,233	264,792	2 2 1	458	126,553
39,831	284,014	2 5 4	456	125,355
44,364	295,354	2 6 8	460	126,593
299	1,645	0 18 1	67	1,818
301	1,960	1 2 9	52	1,721
342	2,151	1 1 10	66	1,965
498	2,973	1 2 5	74	2,653
480	3,203	1 1 7	78	2,970
597	3,759	1 4 11	85	3,021
553	3,649	1 4 7	89	2,963
38,006	254,911	—	576	135,575
38,968	252,263	—	534	131,445
38,619	248,907	—	529	127,963
38,042	253,252	—	531	127,824
41,718	267,995	—	536	129,523
40,428	287,778	—	541	128,376
44,917	299,003	—	549	129,566
280,693	1,864,104	—	—	—

* In Day Schools on returns for complete year only.

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TABLE 64

ROMAN CATHOLIC

—	Year ending 31st August.	Salaries.	Books and Apparatus.
		£	£
Day Schools - - - -	1894	274,710	27,655
	1895	236,469	28,210
	1896	302,063	28,981
	1897	317,439	30,947
	1898	339,184	34,469
	1899	366,983	50,148
	1900	391,571	48,099
Evening Schools - - -	1894	1,972	346
	1895	2,527	327
	1896	2,675	387
	1897	3,242	492
	1898	4,303	598
	1899	4,129	782
	1900	4,133	750
Total - - - - -	1894	276,682	28,001
	1895	288,996	28,537
	1896	304,738	29,368
	1897	320,681	31,439
	1898	343,487	35,067
	1899	371,112	50,930
	1900	395,704	48,849
Grand Total - - -	1894–1900	2,301,400	252,191

BRITISH AND

Day Schools - - - -	1894	379,970	29,971
	1895	373,488	29,998
	1896	378,670	30,497
	1897	386,780	31,298
	1898	395,958	35,196
	1899	419,098	45,905
	1900	422,802	40,940
Evening Schools - - -	1894	11,731	1,643
	1895	16,474	2,211
	1896	18,678	2,295
	1897	24,758	2,648
	1898	28,286	2,970
	1899	34,365	3,635
	1900	37,859	4,570
Total - - - - -	1894	391,701	31,614
	1895	389,962	32,209
	1896	397,348	32,792
	1897	411,538	33,946
	1898	424,244	38,166
	1899	453,463	49,540
	1900	460,661	45,510
Grand Total - - -	1894–1900	2,928,917	263,777

The rates of expenditure per Scholar are calculated in

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—continued.

SCHOOLS.

Miscellaneous.	Total.	Rate of Expenditure per Scholar in Actual Average Attendance.*	Number of Schools inspected.	Actual Average Number of Scholars in Attendance in those Schools.
£	£	£ s. d.		
102,764	405,129	1 16 3	977	223,057
109,155	423,834	1 16 8	990	230,392
114,409	445,453	1 17 9	998	235,505
117,774	466,160	1 18 8	1,017	240,784
117,566	491,219	2 0 0	1,021	245,028
117,736	534,867	2 3 1	1,037	248,293
126,101	565,771	2 4 4	1,052	255,124
563	2,881	0 18 4	60	3,133
747	3,601	1 1 5	56	3,355
922	3,984	1 3 7	58	3,377
1,707	5,441	1 8 8	65	3,793
1,839	6,740	1 6 6	71	5,085
1,878	6,789	1 13 3	69	4,088
1,901	6,784	1 15 10	70	3,778
108,827	408,010	—	1,037	226,190
109,902	427,435	—	1,046	233,747
115,331	449,437	—	1,056	238,882
119,481	471,601	—	1,082	244,577
119,406	497,959	—	1,092	250,113
119,614	541,656	—	1,106	252,381
128,002	572,555	—	1,122	258,902
815,062	3,368,653	—	—	—

OTHER SCHOOLS.

83,845	493,786	2 0 7	1,236	243,563
86,253	489,739	2 1 7	1,177	235,151
84,931	494,098	2 1 11	1,151	232,763
90,809	508,287	2 3 3	1,143	234,268
92,919	524,073	2 5 7	1,117	229,549
89,554	554,557	2 8 11	1,115	229,916
91,033	554,775	2 9 5	1,093	224,306
4,217	17,591	1 2 0	524	16,004
6,593	25,278	1 9 1	541	17,351
7,174	28,147	1 9 8	570	18,965
9,772	37,178	1 11 7	664	23,547
8,958	40,214	1 8 6	756	28,233
11,234	49,234	1 16 1	823	27,280
13,041	55,470	1 19 4	883	28,200
88,062	511,377	—	1,760	259,567
92,846	515,017	—	1,718	252,502
92,105	522,245	—	1,721	251,728
99,981	545,465	—	1,807	257,815
101,877	564,287	—	1,873	257,782
100,788	603,791	—	1,988	257,196
104,074	610,245	—	1,976	252,506
679,733	3,872,427	—	—	—

Day Schools on returns for complete year only.

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TABLE 64

BOARD

	Year ending 31st August.	Salaries.	Books and Apparatus.
		£	£
Day Schools	1894	3,335,788	260,987
	1895	3,633,109	287,535
	1896	3,945,402	308,205
	1897	4,181,763	323,164
	1898	4,367,292	314,011
	1899	4,641,150	377,814
	1900	4,903,607	388,489
Evening Schools	1894	80,335	9,672
	1895	101,293	11,318
	1896	118,652	10,777
	1897	135,111	13,721
	1898	153,042	16,218
	1899	182,158	23,554
	1900	197,113	27,832
Total	1894	3,416,123	270,659
	1895	3,734,402	298,853
	1896	4,064,054	318,982
	1897	4,316,874	336,885
	1898	4,520,334	330,229
	1899	4,823,308	401,368
	1900	5,100,720	416,321
Grand Total	1894–1900	29,975,815	2,373,297

SUMMARY

Day Schools	1894	6,835,546	554,745
	1895	7,244,979	588,035
	1896	7,600,220	618,435
	1897	8,005,833	642,456
	1898	8,361,185	673,105
	1899	8,809,902	869,585
	1900	9,278,208	836,860
Evening Schools	1894	110,349	14,126
	1895	144,458	16,818
	1896	170,198	16,863
	1897	199,962	20,749
	1898	229,915	23,995
	1899	270,012	32,529
	1900	289,974	37,894
Total	1894	6,995,895	568,871
	1895	7,389,437	604,853
	1896	7,830,418	635,298
	1897	8,205,795	663,205
	1898	8,591,100	697,100
	1899	9,139,914	902,114
	1900	9,568,182	874,754
Grand Total	1894–1900	57,720,741	4,946,196

* The rates of expenditure per scholar are calculated

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—continued.

SCHOOLS.

Miscellaneous.	Total.	Rate of Expenditure per Scholar in Actual Average Attendance.*	Number of Schools inspected.	Actual Average Number of Scholars in Attendance in those Schools.
£	£	£ s. d.		
731,607	4,328,382	2 8 10	5,081	1,777,797
785,350	4,706,494	2 10 2	5,260	1,879,218
844,451	5,098,058	2 12 0	5,432	1,956,992
858,786	5,363,713	2 13 2	5,524	2,016,547
903,314	5,584,617	2 13 10	5,555	2,072,911
927,720	5,946,684	2 15 7	5,632	2,137,805
979,977	6,272,073	2 17 8	5,691	2,177,253
16,255	106,262	1 11 8	1,292	67,117
20,150	132,761	1 14 0	1,404	78,124
27,609	157,038	1 15 4	1,530	88,775
31,192	180,024	1 13 6	1,731	107,517
36,875	206,135	1 12 9	1,915	125,733
49,796	255,508	2 2 8	2,083	119,834
55,197	280,142	2 5 4	2,174	123,419
747,862	4,434,644	—	6,373	1,814,914
806,000	4,839,255	—	6,634	1,957,342
872,060	5,255,096	—	6,962	2,045,767
889,978	5,543,737	—	7,255	2,124,061
940,189	5,790,752	—	7,470	2,198,649
977,516	6,202,192	—	7,715	2,257,689
1,085,174	6,552,215	—	7,866	2,300,672
6,268,779	38,617,891	—	—	—

UNDER YEARS.

1,558,032	8,998,323	2 2 7	19,709	4,225,834
1,643,134	9,476,148	2 3 8	19,739	4,325,030
1,704,902	9,983,557	2 4 11	19,348	4,422,911
1,719,146	10,367,435	2 6 1	19,958	4,488,543
1,809,540	10,843,830	2 7 7	19,937	4,554,165
1,836,561	11,576,048	2 9 11	20,064	4,636,938
1,929,978	12,045,046	2 11 7	20,100	4,666,130
25,027	149,502	1 5 10	3,318	115,530
32,666	193,942	1 9 11	3,421	129,523
42,070	229,131	1 11 2	3,742	147,643
50,031	270,742	1 10 2	4,226	170,000
55,957	309,867	1 9 4	4,626	211,096
71,174	373,715	1 17 0	5,008	221,855
80,092	407,960	1 19 6	5,263	236,335
1,583,059	9,147,895	—	23,027	4,311,364
1,675,800	9,670,090	—	22,160	4,454,553
1,746,972	10,212,688	—	23,590	4,569,934
1,769,177	10,638,177	—	24,184	4,668,113
1,865,497	11,153,697	—	24,563	4,795,261
1,907,735	11,949,763	—	25,072	4,838,793
2,010,070	12,453,006	—	25,363	4,872,465
12,558,310	75,225,246	—	—	—

Day Schools on returns for complete year only.

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TABLE 64—*continued.*

SUMMARY UNDER DENOMINATIONS.

DENOMINATIONS.		Years ending 31st August.	Salaries.	Books and Apparatus.	Miscellaneous.	Total.*
			£	£	£	£
Schools connected with *National Society* or *Church of England*	Day schools	1894–1900	20,828,051	1,897,187	4,467,716	27,193,854
	Evening „	„	237,131	24,859	46,327	308,317
Wesleyan Schools	Day schools	„	1,433,626	133,515	277,623	1,844,764
	Evening „	„	14,901	1,369	3,070	19,340
Roman Catholic Schools	Day schools	„	2,278,419	248,509	805,505	3,332,433
	Evening „	„	22,981	3,682	9,557	36,220
British, and other Schools	Day schools	„	2,756,766	243,805	618,744	3,619,315
	Evening „	„	172,151	19,972	60,989	253,112
School Board Schools	Day schools	„	29,008,111	2,260,205	6,031,705	37,300,021
	Evening „	„	967,704	113,092	237,074	1,317,870
Total	Day schools	„	56,305,873	4,783,221	12,201,293	73,290,387
	Evening „	„	1,414,868	162,974	357,017	1,934,859
Grand Total		1894–1900 (7 years.)	57,720,741	4,946,195	12,558,310	75,225,246

* The Grand Total of each denomination will be found in the previous parts of this Table.

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V.—NUMBER OF SCHOOL BOARDS UNDER VARIOUS HEADS OF POPULATION.

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TABLE 65.—NUMBER OF SCHOOL BOARDS (31 DECEMBER 1900) UNDER VARIOUS HEADS OF POPULATION.

Administrative Counties.	1 to 250.	251 to 500.	501 to 750.	751 to 1,000.	1,001 to 2,000.	2,001 to 3,000.	3,001 to 4,000.	4,001 to 5,000.	Over 5,000.	Total.
ENGLAND.										
Bedford	6	10	12	4	11	4	2	1	3	53
Berks	1	3	4	2	1	2	—	—	1	14
Buckingham	1	10	8	3	7	7	3	—	3	42
Cambridge	1	5	6	3	7	2	—	1	—	25
Isle of Ely	—	—	1	2	7	—	—	2	3	15
Chester	—	5	1	1	4	3	1	2	7	24
Cornwall, including the Scilly Islands	4	18	11	9	24	15	5	4	12	102
Cumberland	3	10	6	6	9	10	5	1	7	57
Derby	—	5	3	2	13	11	6	5	12	57
Devon	7	32	32	22	26	11	5	2	11	148
Dorset	3	5	5	5	—	1	2	—	1	22
Durham	—	2	2	1	10	7	4	5	21	52
Essex	10	16	15	14	13	9	6	2	15	100
Gloucester	2	12	6	6	4	2	3	2	5	43*
Hereford	—	12	4	2	4	1	1	1	—	25
Hertford	1	2	1	4	7	—	1	1	6	23
Huntingdon	2	6	4	3	5	1	2	1	—	24
Kent	1	6	7	6	24	10	3	1	19	77
Lancaster	—	3	2	2	6	2	—	1	24	41*
Leicester	7	9	8	1	3	2	—	—	3	33
Lincoln, Parts of Holland	—	—	4	2	7	3	2	2	2	22
„ „ Kesteven	1	7	7	3	4	2	—	1	—	25
„ „ Lindsey	7	19	12	7	7	1	—	1	—	54
London	—	—	—	—	—	—	—	—	1	1
Middlesex	—	—	1	—	3	2	1	—	15	22
Monmouth	4	4	4	3	7	3	1	1	7	34
Norfolk	5	44	46	11	24	5	3	2	1	141
Northampton	1	10	10	2	8	4	2	—	3	40
Soke of Peterborough	—	2	2	—	—	—	—	—	—	4
Northumberland	3	5	7	3	2	4	1	—	9	34
Nottingham	4	6	5	7	7	2	1	1	10	43
Oxford	5	8	6	1	4	—	—	—	—	24
Rutland	—	2	—	—	—	—	—	—	—	2
Salop	4	1	2	5	2	2	—	1	4	22*
Somerset	9	18	16	4	10	6	6	—	7	76

* Population of one School Board District not known.

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TABLE 65—*continued.*

Administrative County.	1 to 250.	251 to 500.	501 to 750.	751 to 1,000.	1,001 to 2,000.	2,001 to 3,000.	3,001 to 4,000.	4,001 to 5,000.	Over 5,000.	Total.
Southampton	4	5	5	8	8	7	3	2	4	46
Isle of Wight	—	—	—	—	1	—	1	—	3	5
Stafford	2	2	2	1	3	2	1	1	22	36
Suffolk East	9	16	15		11	—	2	—	2	60
„ West	2	9	5	5	6	4	1	—	1	33
Surrey	—	1	4	2	5	2	3	—	12	29
Sussex, East	—	3	2	1	8	4	2	—	5	25
„ West	1	3	5	4	8	2	1	2	2	28
Warwick	4	4	4	2	7	4	1	1	5	32
Westmoreland	8	6		1	2	—	—	—	1	20
Wilts	—	2	3	3	5	4	3	—	2	22
Worcester	1	1	3	2	6	3	1	3	8	28
York, East Riding	5	13	8	7	2	2	1	—	2	40
„ North „	7	20	8	6	7	2	2	1	8	61
„ West „	7	16	13	5	27	18	14	10	46	156
England	142	398	339	198	376	188	102	61	335	2,142*
WALES.										
Anglesey	—	6	9	6	9	2	—	1	—	34†
Brecknock	4	6	4	3	3	—	3	—	2	25
Cardigan	—	7	6	2	17	2	2	1	1	38
Carmarthen	—	3	6	8	8	8	—	—	5	38
Carnarvon	1	1	4	2	8	5	3	1	5	30
Denbigh	—	4	1	5	6	2	2	2	6	28
Flint	—	—	1	—	1	—	—	—	4	6
Glamorgan	1	8	4	3	9	5	4	7	21	62
Merioneth	1	1	4	5	3	3	3	—	1	21
Montgomery	1	2	4	1	6	2	—	—	1	17
Pembroke	2	10	5	7	7	2	2	—	2	37
Radnor	—	5	2	1	1	—	—	—	—	9
Wales	10	53	50	43	78	31	19	12	48	345†
England and Wales (Administrative Counties)	152	451	389	241	454	219	121	73	383	2,487‡

* This number includes three School Boards whose population is not known.
† This number includes one School Board whose population is not known.
‡ This number includes four School Boards whose population is not known.

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TABLE 65—*continued.*

County Boroughs.	Under 50,000.	50,000 to 100,000.	100,000 to 200,000.	200,000 to 300,000.	300,000 to 400,000.	400,000 to 500,000.	Over 500,000.	Total.
ENGLAND.								
Barrow-in-Furness	—	1	—	—	—	—	—	
Bath	—	1	—	—	—	—	—	
Birkenhead	—	1	—	—	—	—	—	
Birmingham	—	—	—	—	—	1	—	
Blackburn	—	—	1	—	—	—	—	
Bolton	—	—	1	—	—	—	—	
Bootle	1	—	—	—	—	—	—	
Bradford	—	—	—	1	—	—	—	
Brighton	—	—	1	—	—	—	—	
Bristol	—	—	—	1	—	—	—	
Burnley	—	1	—	—	—	—	—	
Canterbury	1	—	—	—	—	—	—	
Coventry	—	1	—	—	—	—	—	
Croydon	—	—	1	—	—	—	—	
Derby	—	1	—	—	—	—	—	
Devonport	—	1	—	—	—	—	—	
Dudley	1	—	—	—	—	—	—	
Exeter	1	—	—	—	—	—	—	
Gateshead	—	1	—	—	—	—	—	
Gloucester	1	—	—	—	—	—	—	
Grimsby	—	1	—	—	—	—	—	
Halifax	—	1	—	—	—	—	—	
Hanley	—	1	—	—	—	—	—	
Hastings	—	1	—	—	—	—	—	
Huddersfield	—	1	—	—	—	—	—	
Ipswich	—	1	—	—	—	—	—	
Kingston-upon-Hull	—	—	—	1	—	—	—	
Leeds	—	—	—	—	1	—	—	
Leicester	—	—	1	—	—	—	—	
Liverpool	—	—	—	—	—	—	1	
Manchester	—	—	—	—	—	—	1	
Middlesbrough	—	1	—	—	—	—	—	
Newcastle-on-Tyne	—	—	1	—	—	—	—	

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TABLE 65—*continued.*

County Boroughs.	Under 50,000	50,000 to 100,000	100,000 to 200,000	200,000 to 300,000	300,000 to 400,000	400,000 to 500,000	Over 500,000	Total.
Newport (Mon.)	—	1	—	—	—	—	—	
Northampton	—	1	—	—	—	—	—	
Norwich	—	—	1	—	—	—	—	
Nottingham	—	—	—	1	—	—	—	
Oldham	—	—	1	—	—	—	—	
Oxford	1	—	—	—	—	—	—	
Plymouth	—	1	—	—	—	—	—	
Portsmouth	—	—	1	—	—	—	—	
Reading	—	1	—	—	—	—	—	
Rochdale	—	1	—	—	—	—	—	
Salford	—	—	1	—	—	—	—	
Sheffield	—	—	—	—	1	—	—	
Southampton	—	1	—	—	—	—	—	
South Shields	—	1	—	—	—	—	—	
Sunderland	—	—	1	—	—	—	—	
Walsall	—	1	—	—	—	—	—	
West Bromwich	—	1	—	—	—	—	—	
West Ham	—	—	—	1	—	—	—	
Wigan	—	1	—	—	—	—	—	
Wolverhampton	—	1	—	—	—	—	—	
Worcester	1	—	—	—	—	—	—	
Yarmouth, Great	1	—	—	—	—	—	—	
York	—	1	—	—	—	—	—	
ENGLAND	8	27	11	5	2	1	2	56
WALES:								
Cardiff	—	—	1	—	—	—	—	
Swansea	—	1	—	—	—	—	—	
WALES	—	1	1	—	—	—	—	2
England and Wales (County Boroughs)	8	28	12	5	2	1	2	58

Total Number of Boards in England and Wales	Under 250	251 to 500	501 to 750	751 to 1,000	1,001 to 2,000	2,001 to 3,000	3,001 to 4,000	4,001 to 5,000	Over 5,000	
County Boroughs	—	—	—	—	—	—	—	—	58	
Administrative Counties	152	451	389	241	454	219	121	73	383	2,545*
	1-1,000 = 1,233.				1,001-5,000 = 867.					

N.B.—There are no School Boards in the County Boroughs of Bournemouth, Bury, Chester, Lincoln, Preston, Saint Helens, Stockport, and Warrington.

* This number includes the four School Boards whose population is not known.

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VI. SCHOOLS FOR THE BLIND.

VII. SCHOOLS FOR THE DEAF.

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VI. SCHOOLS FOR THE BLIND.

CERTIFIED BLIND AND DEAF SCHOOLS INSPECTED DURING THE YEAR ENDED 31ST AUGUST, 1900.

SCHOOLS FOR THE BLIND.

TABLE 66.—SCHOOLS AND ACCOMMODATION.

—	Number of Schools.			Accommodation.						Total Accommodation.
				Day Scholars.			Boarders.			
	Provided by School Boards.	Not provided by School Authorities.	Total.	Provided by School Boards.	Not provided by School Authorities.	Total.	Provided by School Boards.	Not provided by School Authorities.	Total.	
Boarding Institutions	2	21	23	30	18	48	86	1,322	1,408	1,456
Day Schools	17	–	17	359	–	359	–	–	–	359
Totals	19	21	40	389	18	407	86	1,322	1,408	1,815

TABLE 67.—SCHOLARS.

—	Number examined, or whose Work was submitted to H.M. Inspector.									Number.								
	Under 10 Years of Age.		Between 10 and 13 Years of Age.		Between 13 and 16 Years of Age.		Total.		Total Number of Children Examined, &c.	On Books at Date of Inspection.		Total on Books.	Present at Inspection.		Total Present at Inspection.	Boarded out under the Superintendence of Boarding-out Committees.		Total Boarded out.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys and Girls.	Boys.	Girls.	Boys and Girls.	Boys.	Girls.	Boys and Girls.	Boys.	Girls.	Boys and Girls.
Boarding Institutions.	141	104	214	185	320	233	675	522	1,197	646	524	1,170	624	478	1,102	–	–	–
Day Schools	46	43	59	76	64	40	169	159	328	148	145	293	136	131	267	12	13	25
Totals	187	147	273	261	384	273	844	681	1,525	794	669	1,463	760	609	1,369	12	13	25

TABLE 68.—GRANTS.

—	Amount.			Average per Head.		
	Elementary Instruction.	Manual Instruction.	Total.	On Number of Children Receiving Elementary Instruction.	On Number of Children Receiving Manual Instruction.	On Total Number of Children Examined (*See* Table II.).
Boarding Institutions	£ s. d. 3,110 7 3	£ s. d. 2,067 19 6	£ s. d. 5,178 6 9	£ s. d. 2 12 8¾	£ s. d. 1 14 11	£ s. d. 4 6 6½
Day Schools	768 17 3	510 13 0	1,279 10 3	2 6 10½	1 11 2¾	3 18 0
Totals	3,879 4 6	2,578 12 6	6,457 17 0	2 11 1½	1 14 2	4 4 8½

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TABLE 69.—Showing the results of the Work of the past Year compared with that of the previous Year.

	Year ended 31st August 1899.	Year ended 31st August 1900.
Number of Schools:		
Provided by School Boards:		
Boarding Institutions	3	2
Day Schools	17	17
Total	20	19
Not provided by School Authorities:		
Boarding Institutions	20	21
Day Schools	—	—
Total	20	21
Total Number of Schools and Institutions	40	40
Accommodation:		
Provided by School Boards—Boarding Institutions:		
Day Scholars	30	30
Boarders	224	86
Provided by School Boards:		
Day Schools	339	359
Total	593	475
Not provided by School Authorities—Boarding Institutions:		
Day Scholars	18	18
Boarders	1,184	1,322
Total	1,202	1,340
Total Accommodation of Boarding Institutions	1,456	1,456
" " of Day Schools	339	359
Total	1,795	1,815
Scholars:		
Number Examined, or whose Work was submitted to H.M. Inspector:		
In Boarding Institutions:		
Boys under 10 years of age	153	141
" between 10 and 13 years of age	192	214
" " 13 and 16 " "	303	320
Total, Boys	648	675
Girls under 10 years of age	119	104
" between 10 and 13 years of age	179	185
" " 13 and 16 " "	221	233
Total, Girls	519	522
Total in Boarding Institutions	1,167	1,197
In Day Schools:		
Boys under 10 years of age	46	46
" between 10 and 13 years of age	59	59
" " 13 and 16 " "	39	64
Total, Boys	144	169
Girls under 10 years of age	46	43
" between 10 and 13 years of age	65	76
" " 13 and 16 " "	35	40
Total, Girls	146	159
Total in Day Schools	290	328
Total in both Boarding Institutions and Day Schools	1,457	1,525

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TABLE 69—*continued.*

	Year ended 31st August 1899.	Year ended 31st August 1900.
SCHOLARS—*continued.*		
Number on Books at Date of Inspection:		
Boarding Institutions:		
Boys	608	646
Girls	520	524
Total	1,128	1,170
Day Schools:		
Boys	132	148
Girls	130	145
Total	262	293
Total in Boarding Institutions and Day Schools	1,390	1,463
Number present at Inspection:		
Boarding Institutions:		
Boys	577	624
Girls	488	478
Total	1,065	1,102
Day Schools:		
Boys	127	136
Girls	112	131
Total	239	267
Total in Boarding Institutions and Day Schools	1,304	1,369
Number Boarded out under Boarding-out Committees:		
Boys	10	12
Girls	12	13
Total	22	25
Grants:	£ s. d.	£ s. d.
Elementary Instruction:		
Boarding Institutions	3,001 3 3	3,110 7 3
Day Schools	676 19 9	768 17 3
Total	3,678 3 0	3,879 4 6
Manual Instruction:		
Boarding Institutions	1,988 10 6	2,067 19 6
Day Schools	448 14 0	510 13 0
Total	2,437 4 6	2,578 12 6
Total Grants:		
Boarding Institutions	4,989 13 9	5,178 6 9
Day Schools	1,125 13 9	1,279 10 3
Total	6,115 7 6	6,457 17 0
Average Grant per Head on Number of Children receiving Elementary Instruction:		
Boarding Institutions	2 11 11¼	2 12 3¾
Day Schools	2 6 8¼	2 6 10¼
Total Average per Head	2 10 10¾	2 11 1½
Average Grant per Head on Number of Children receiving Manual Instruction:		
Boarding Institutions	1 14 7½	1 14 11
Day Schools	1 10 11½	1 11 2¾
Total Average per Head	1 13 10¾	1 14 2
Average Total Grant per Head on Number of Children Examined (*See* Table II.):		
Boarding Institutions	4 5 6	4 6 6¼
Day Schools	3 17 7½	3 18 0
Total Average Grant per Head	4 3 11½	4 4 8¼

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VII. SCHOOLS FOR THE DEAF.

Table 70.—Schools and Accommodation.

—	Number of Schools.			Accommodation.						Total Accommodation.
				Day Scholars.			Boarders.			
	Provided by School Boards.	Not provided by School Authorities.	Total.	Provided by School Boards.	Not provided by School Authorities.	Total.	Provided by School Boards.	Not provided by School Authorities.	Total.	
Boarding Institutions - - -	3	14	17	70	65	135	192	1,595	1,787	1,922
Day Schools - - - - - -	44	1	45	1,592	72	1,664	–	–	–	1,664
Totals - - -	47	15	62	1,662	137	1,799	192	1,595	1,787	3,586

Table 71.—Scholars.

—	Number examined, or whose Work was submitted to H.M. Inspector.									Number.									Boarded out under the Superintendence of Boarding-out Committees.		Total Boarded out.
	Under 10 Years of Age.		Between 10 and 13 Years of Age.		Between 13 and 16 Years of Age.		Total.		Total Number of Children Examined, &c.	On Books at Date of Inspection.		Total on Books.	Present at Inspection.		Total present at Inspection.						
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys and Girls.	Boys.	Girls.	Boys and Girls.	Boys.	Girls.	Boys and Girls.				Boys.	Girls.	Boys and Girls.
Boarding Institutions.	256	169	346	266	472	377	1,074	812	1,886	988	746	1,734	966	735	1,701				–	–	–
Day Schools -	220	161	217	173	233	202	670	536	1,206	58	478	1,060	554	433	987				77	42	119
Totals - -	476	330	563	439	705	579	1,744	1,348	3,092	1,570	1,224	2,794	1,520	1,168	2,688				77	42	119

Table 72.—Grants.

—	Amount.						Average per Head.								
	Elementary Instruction.			Manual Instruction.			Total.			On Number of Children Receiving Elementary Instruction.			On Number of Children Receiving Manual Instruction.			On Total Number of Children Examined (*See* Table II.)		
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Boarding Institutions - -	5,041	6	3	3,360	17	6	8,402	3	9	2	13	5½	1	15	7½	4	9	1
Day Schools - - - -	2,985	18	9	1,990	2	0	4,976	0	9	2	9	6	1	13	0½	4	2	6½
Totals - - -	8,027	5	0	5,350	19	6	13,378	4	6	2	11	11	1	14	7½	4	6	6¼

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TABLE 73.—Showing the results of the Work of the past Year compared with that of the previous Year.

	Year ended 31st August 1899.	Year ended 31st August 1900.
Number of Schools:		
Provided by School Boards:		
Boarding Institutions	3	3
Day Schools	43	44
Total	46	47
Not provided by School Authorities:		
Boarding Institutions	14	14
Day Schools	1	1
Total	15	15
Total Number of Schools and Institutions	61	62
Accommodation:		
Provided by School Boards—Boarding Institutions:		
Day Scholars	70	70
Boarders	192	192
Provided by School Boards:		
Day Schools	1,555	1,592
Total	1,817	1,854
Not provided by School Authorities—Boarding Institutions:		
Day Scholars	45	65
Boarders	1,596	1,595
Not provided by School Authorities:		
Day Schools	72	72
Total	1,713	1,732
Total Accommodation of Boarding Institutions	1,903	1,922
" " of Day Schools	1,627	1,664
Total	3,530	3,586
Scholars:		
Number Examined or whose Work was submitted to H.M. Inspector:		
In Boarding Institutions:		
Boys under 10 years of age	250	256
" between 10 and 13 years of age	345	346
" " 13 and 16 " "	451	472
Total, Boys	1,046	1,074
Girls under 10 years of age	151	169
" between 10 and 13 years of age	271	266
" " 13 and 16 " "	332	377
Total, Girls	754	812
Total in Boarding Institutions	1,800	1,886
In Day Schools:		
Boys under 10 years of age	240	220
" between 10 and 13 years of age	233	217
" " 13 and 16 " "	232	233
Total, Boys	705	670
Girls under 10 years of age	167	161
" between 10 and 13 years of age	188	173
" " 13 and 16 " "	218	202
Total, Girls	568	536
Total in Day Schools	1,273	1,206
Total in both Boarding Institutions and Day Schools	3,073	3,092

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TABLE 73—*continued.*

	Year ended 31st August 1899.	Year ended 31st August 1900.
SCHOLARS—*continued.*		
Number on Books at date of Inspection:		
Boarding Institutions:		
Boys	954	988
Girls	721	746
Total	1,675	1,734
Day Schools:		
Boys	607	582
Girls	505	478
Total	1,112	1,060
Total in both Boarding Institutions and Day Schools	2,787	2,794
Number present at Inspection:		
Boarding Institutions:		
Boys	925	966
Girls	704	735
Total	1,629	1,701
Day Schools:		
Boys	559	554
Girls	471	433
Total	1,030	987
Total in Boarding Institutions and Day Schools	2,659	2,688
Number Boarded out under Boarding-out Committees:		
Boys	86	77
Girls	48	42
Total	134	119
Grants:	£ s. d.	£ s. d.
Elementary Instruction:		
Boarding Institutions	4,815 16 6	5,041 6 3
Day Schools	2,964 18 9	2,985 18 9
Total	7,780 15 3	8,027 5 0
Manual Instruction:		
Boarding Institutions	3,209 17 0	3,360 17 6
Day Schools	1,967 3 6	1,990 2 0
Total	5,177 0 6	5,350 19 6
Total Grants:		
Boarding Institutions	8,025 13 6	8,402 3 9
Day Schools	4,932 2 3	4,976 0 9
Total	12,957 15 9	13,378 4 6
Average Grant per Head on Number of Children receiving—		
Elementary Instruction:		
Boarding Institutions	2 13 6	2 13 5½
Day Schools	2 6 6¾	2 9 6
Total Average per Head	2 10 7½	2 11 11
Manual Instruction:		
Boarding Institutions	1 15 8½	1 15 7¾
Day Schools	1 10 10¾	1 13 0½
Total Average per Head	1 13 8¼	1 14 7½
Average Total Grant per Head on Number of Children Examined (*See* Table II.):		
Boarding Institutions	4 9 2	4 9 1
Day Schools	3 17 5¾	4 2 6½
Total Average per Head	4 4 3¾	4 6 6½

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STATISTICAL TABLES.

TRAINING COLLEGES.

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List of Residential and Day Training Colleges under Inspection.

Name of Training College.	Name and Address of Correspondent.
For Masters only.	
RESIDENTIAL COLLEGES.	
Bangor (British and Foreign School Society's).	Rev. D. Rowlands, Normal College, Bangor.
Battersea (National Society's) -	Rev. H. W. Dennis, Battersea, London, S.W.
Borough Road (British and Foreign School Society's).	A. Bourne, Esq., Borough Road Training College, Spring Grove, Isleworth.
Carmarthen (National Society's)	Rev. C. G. Brown, Carmarthen.
Chelsea, St. Mark's (National Society's).	Rev. R. Hudson, St. Mark's Training College, Chelsea, London, S.W.
Cheltenham (Church of England)	Rev. H. A. Bren, Cheltenham.
Chester (Chester, Manchester and Liverpool Diocesan).	Rev. A. P. Holme, Vicarage, Great Budworth, Northwich.
Culham (Oxford Diocesan) - -	Rev. A. R. Whitham, Culham, Abingdon.
Durham (Diocesan) - - -	Rev. G. H. S. Walpole, Training College, Durham.
Exeter (Diocesan) - - -	Rev. Dr. Dangar, Exeter.
Hammersmith, St. Mary's (Roman Catholic).	Rev. W. Byrne, Brook Green House, Hammersmith, London, W.
Peterborough (Church of England).	Rev. T. Ward, Training College, Peterborough.
Saltley (Worcester Diocesan) -	Rev. F. W. Burbidge, Saltley, Birmingham.
Westminster (Wesleyan) - -	Rev. Dr. Waller, Wesleyan Training College, Horseferry Road, Westminster, London, S.W.
Winchester (Diocesan) - -	Rev. H. Martin, Training College, Winchester.
York (Diocesan) - - - -	Rev. E. E. Nottingham, York.
DAY COLLEGES.	
Cambridge (University) - -	Oscar Browning, Esq., King's College, Cambridge.
Liverpool (University College) -	F. S. Carey, Esq., University College, Liverpool.
London (King's College) - -	W. Smith, Esq., King's College, Strand, W.C.
Oxford (University) - - -	R. Carter, Esq., Lincoln College, Oxford.
For Mistresses only.	
RESIDENTIAL COLLEGES.	
Bangor (North Wales, Church of England).	Rev. J. Fairchild, North Wales Training College, Bangor.
Bishop's Stortford (St. Albans Diocesan).	Rev. A. E. Vinter, Hockerill, Bishop's Stortford.
Brighton (Chichester Diocesan) -	Rev. G. Corfield, Training College, Brighton.

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Name of Training College.	Name and Address of Correspondent.

For Mistresses only—continued.

RESIDENTIAL COLLEGES.

BRISTOL (Diocesan) - - -	REV. F. C. GILL, Fishponds, Bristol.
CHELTENHAM (Church of England)	REV. H. A. BREN, Cheltenham.
CHELTENHAM (The Ladies' College)	J. F. FARRANT, ESQ., Ladies' College, Cheltenham.
CHICHESTER (Bishop Otter's Memorial).	REV. E. HAMMONDS, Bishop Otter's Memorial College, Chichester.
DARLINGTON (British and Foreign School Society's).	W. A. SPAFFORD, ESQ., Training College, Darlington.
*DERBY (Lichfield Diocesan) - -	REV. A. B. BATER, Training College, Derby.
DURHAM (Diocesan) - - -	REV. J. HAWORTH, Durham.
*EDGE HILL - - - - - -	THOMAS C. RYLEY, ESQ., Training College, Durning Road, Edge Hill, Liverpool.
*GRAY'S INN ROAD (Home and Colonial School Society's).	REV. D. J. THOMAS, Home and Colonial Training College, Gray's Inn Road, London, W.C.
HOMERTON NEW COLLEGE (Undenominational).	J. C. HOROBIN, ESQ., Homerton New College, Cavendish College, Cambridge.
*KENNINGTON (ST. GABRIEL'S) -	REV. C. E. BROOKE, St. Gabriel's College, Cormont Road, Camberwell, S.E.
LINCOLN (Diocesan) - - -	REV. A. W. ROWE, Lincoln.
LIVERPOOL (Roman Catholic) -	MISS LESCHER, Roman Catholic Training College, 96, Mount Pleasant, Liverpool.
NORWICH AND ELY (Diocesan) -	REV. J. A. HANNAH, Norwich.
*OXFORD (Diocesan) - - -	REV. H. D. DE BRISAY, Bradmore Road, Oxford.
RIPON (Diocesan) - - - -	REV. G. W. GARROD, Ripon.
SAFFRON WALDEN (British and Foreign School Society's).	A. BOURNE, ESQ., Training College, Saffron Walden.
SALISBURY (Diocesan) - - -	REV. E. STEWARD, The Close, Salisbury.
SOUTHLANDS, BATTERSEA (Wesleyan).	REV. J. CHAPMAN, The College, Southlands, Battersea, London, S.W.
*STOCKWELL (British and Foreign School Society's).	A. BOURNE, ESQ., Training College, Stockwell Road, London, S.W.
*SWANSEA (British and Foreign School Society's).	D. SALMON, ESQ., Training College, Swansea.
TOTTENHAM (Christian Knowledge and National Societies').	REV. E. HOBSON, Training College, Tottenham, London.
TRURO (Exeter Diocesan) - -	THE VEN. ARCHDEACON CORNISH, Training College, Truro.
WANDSWORTH (Roman Catholic) -	MADAME MORAN, Training College, West Hill, Wandsworth, London, S.W.
WARRINGTON (Chester, Manchester, and Liverpool Diocesan).	THE VERY REV. THE DEAN OF MANCHESTER, Training College, Warrington.
*WHITELANDS (National Society's)	REV. J. P. FAUNTHORPE, Whitelands House, Chelsea, London, S.W.

DAY COLLEGE.

BRISTOL (University College) -	PROFESSOR LLOYD MORGAN, University College, Bristol.

* Residential Colleges taking Day Students.

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Name of Training College.	Name of Address of Correspondent.
For both Masters and Mistresses.	
DAY COLLEGES.	
ABERYSTWYTH (University College)	T. F. ROBERTS, ESQ., University College of Wales, Aberystwyth.
BANGOR (University College of North Wales).	J. E. LLOYD, ESQ., University College of North Wales, Bangor.
BIRMINGHAM (University) - -	DR. HEATH, University, Birmingham.
CARDIFF (University College of South Wales and Monmouthshire).	J. A. JENKINS, ESQ., University College of South Wales, Cardiff.
LEEDS (Yorkshire College) - -	N. BODINGTON, ESQ., Yorkshire College, Leeds.
MANCHESTER (Owen's College) -	H. L. WITHERS, ESQ., Owen's College, Manchester.
NEWCASTLE-ON-TYNE (Durham College of Science).	F. H. PRUEN, ESQ., Durham College of Science, Newcastle-on-Tyne.
NOTTINGHAM (University College)	REV. J. E. SYMES, University College, Nottingham.
READING - - - - -	W. M. CHILDS, ESQ., Reading.
SHEFFIELD (University College) -	E. DRURY, ESQ., University College, Sheffield.
SOUTHAMPTON (Hartley College) -	DR. S. W. RICHARDSON, Hartley College, Southampton.
RESIDENTIAL COLLEGE.	
For Blind Teachers (Masters and Mistresses).	
UPPER NORWOOD (Smith Training College for Teachers of the Blind).	F. J. CAMPBELL, ESQ., LL.D., "Windermere," Church Road, Upper Norwood, S.E.

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TABLES.

(No. 1.)

SUMMARY showing ORIGINAL COST of BUILDINGS, towards which GRANTS were made by the COMMITTEE OF COUNCIL ON EDUCATION; EXPENDITURE in Year ended June 30, 1900; and NUMBER of STUDENTS in 1900–1901.

DENOMINATION.	Original Cost of Buildings.			Amount of Expenditure for Year ended 30th June 1900.			Number of Students in 1900-1901.					
							Resident.			Accommodation for		
	Subscribed.	Granted by Committee of Council.	Total.	Granted by Board of Education under Revised Code.	Balance from other Sources.	Total.	Men.	Women.	Total.	Men.	Women.	Total.
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.						
Church of England	195,685 14 2	97,474 10 3	293,160 4 5	98,807 13 10	55,105 6 5	153,913 0 3	1,102	1,678	2,780	1,116	1,712	2,828
British	40,425 9 7	12,203 7 6	52,628 17 1	21,925 4 0	9,832 1 11	31,757 5 11	208	346	554	210	337	547
Wesleyan	33,101 9 3	5,049 10 0	38,150 19 3	9,738 12 7	3,908 2 9	13,646 15 4	122	109	231	123	109	232
Roman Catholic	9,630 0 8	3,900 0 0	13,530 0 8	9,059 14 6	3,947 12 10	13,007 7 4	56	216	272	75	226	301
Undenominational	—	—	—	9,181 14 6	4,692 2 0	13,873 16 6	—	248	248	—	271	271
Total	278,842 13 8	118,627 7 9	397,470 1 5	148,712 19 5	77,485 5 11	226,198 5 4	1,488	2,597	4,085	1,524	2,655	4,179

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(No. 2.) - - - - - - - -

TABLE showing NUMBER of OFFICERS, STUDENTS, &c. -

	TRAINING COLLEGE.	Number of Officers, including Principal.	Number denoting College on opposite page.
CHURCH OF ENGLAND.	North Wales (Bangor), *Women*	9	1
	Cheltenham, *Men*	12	2
	" *Women*		
	Chichester, *Women*	9	3
	Home and Colonial, Gray's Inn Road, *Women*	16	4
	Peterborough, *Men*	8	5
	Tottenham, *Women*	14	6
	Cheltenham (Ladies' College), *Women*	6	7
	NATIONAL SOCIETY'S, at Battersea, *Men*	12	8
	NATIONAL SOCIETY'S, at Chelsea, St. Mark's, *Men*	10	9
	NATIONAL SOCIETY'S, at Whitelands, *Women*	15	10
	NATIONAL SOCIETY'S, at Carmarthen, *Men*	8	11
	DIOCESAN, at Bishop's Stortford (St. Alban's), *Women*	10	12
	DIOCESAN, at Brighton (Chichester), *Women*	8	13
	DIOCESAN, at Fishponds (Gloucester and Bristol and Oxford), *Women*	10	14
	DIOCESAN, at Chester, *Men*	8	15
	DIOCESAN, at Culham (Oxford), *Men*	7	16
	DIOCESAN, at Derby (Lichfield), *Women*	12	17
	DIOCESAN, at Durham, *Men*	8	18
	DIOCESAN, at " *Women*	10	19
	DIOCESAN, at Exeter, *Men*	11	20
	DIOCESAN, at Kennington, *Women*	17	21
	DIOCESAN, at Lincoln, *Women*	10	22
	DIOCESAN, at Norwich, *Women*	10	23
	DIOCESAN, at Oxford, *Women*	9	24
	DIOCESAN, at Salisbury, *Women*	12	25
	DIOCESAN, at Saltley (Worcester), *Men*	10	26
	DIOCESAN, at Truro (Exeter), *Women*	11	27
	DIOCESAN, at Warrington (Chester, Manchester, and Liverpool), *Women*	12	28
	DIOCESAN, at Winchester, *Men*	7	29
	DIOCESAN, at York (York and Ripon), *Men*	9	30
	DIOCESAN, at Ripon " *Women*	14	31
	BRITISH AND FOREIGN SCHOOL SOCIETY'S, at Isleworth (Borough Road), *Men*	13	32
	" " at Stockwell, Surrey, *Women*	17	33
	" " at Bangor, *Men*	10	34
	" " at Darlington, *Women*	13	35
	" " at Saffron Walden, *Women*	12	36
	" " at Swansea, *Women*	8	37
	WESLEYAN, in Horseferry Road, Westminster, *Men*	12	38
	" at Southlands (Battersea), *Women*	13	39
	ROMAN CATHOLIC, at Hammersmith, *Men*	9	40
	ROMAN CATHOLIC, at Liverpool, *Women*	16	41
	ROMAN CATHOLIC, at Wandsworth, *Women*	14	42
	UNDENOMINATIONAL, at Edge Hill, *Women*	11	43
	" at Homerton, New (Cambridge), *Women*	11	44
	Total	483	

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(No. 2.)

TABLE showing NUMBER of OFFICERS, STUDENTS, &c.

Number denoting College on opposite page.	Number of Students resident in October 1899.			Number who became certificated by passing the examination in July 1900.	Number of new Admissions in October 1900.	Number of Students resident in October 1900.				Accommodation for	Passed for
	Queen's Scholars.	Others.	Total.			Queen's Scholars.	Others.	Total.	3rd Year Students.		
1	77	—	77	33	34	77	—	77	—	77	77
2	115	1	116	46	53	115	1‖	116	—	115	115
	80	—	80	40	80	120	—	120	—	120	120
3	69	1	70	26	40	81	1	82	2*	80	80
4	145	—	145	79	71	145	—	145	—	145	145
5	50	—	50	24	25	50	—	50	—	50	52
6	104	—	104	51	52	105	—	105	1*	104	104
7	13	1	14	5	6	15	1	16	—	25	25
8	117	—	117	57	83	137	—	137	1*	140	140
9	124	—	124	60	60	122	—	122	—	123	126
10	153	—	153	80	88	166	1	167	7§	164	155
11	62	—	62	33	33	62	—	62	—	62	62
12	68	—	68	32	45	81	—	81	—	81	81
13	65	—	65	34	34	65	—	65	—	65	66
14	77	—	77	39	39	77	—	77	—	77	80
15	104	—	104	54	55	105	—	105	—	108	112
16	90	—	90	43	45	90	—	90	—	90	100
17	79	—	79	40	40	79	—	79	—	79	80
18	76	—	76	35	37	75	—	75	4	76	80
19	85	1	86	39	55	100	2	102	6§	101	106
20	90	—	90	36	38	90	—	90	—	90	90
21	23	—	23	—	45	69	—	69	—	100	100
22	41	—	41	25	19	41	—	41	—	41	41
23	63	—	63	33	28	63	—	63	—	63	63
24	27	—	27	18	13	27	—	27	—	27	27
25	93	—	93	45	48	96	—	96	—	96	96
26	100	—	100	48	50	100	—	100	—	101	125
27	40	—	40	22	22	40	—	40	—	40	41
28	124	—	124	59	59	124	—	124	—	124	143
29	59	—	59	31	30	76	—	76	—	80	80
30	76	—	76	31	36	79	—	79	1*	81	92
31	100	—	100	46	50	102	—	102	—	103	105
32	137	3	140	69	68	135	5	140	7†	140	140
33	141	—	141	75	68	141	—	141	5‡	137	140
34	61	—	61	29	38	68	—	68	—	70	70
35	80	—	80	38	38	80	—	80	2	78	82
36	52	—	52	30	26	52	—	52	—	52	53
37	70	—	70	42	36	73	—	73	3*	70	70
38	120	—	120	60	61	122	—	122	—	123	140
39	109	—	109	55	56	109	—	109	—	109	111
40	39	—	39	12	33	52	4¶	56	—	75	70
41	112	—	112	53	65	124	—	124	5‡	126	126
42	100	—	100	44	38	88	4	92	—	100	100
43	105	—	105	55	51	104	—	104	6§	103	103
44	144	—	144	12	72	144	—	144	—	168	144
	3,850	7	3,856	1,878	2,083	4,066	19	4,085	50	4,179	4,268

* Taking the third year's training abroad.
§ Includes one student taking the third year's training abroad.
† Includes two students taking the third year's training abroad.
‡ Includes four students taking the third year's training abroad
‖ Foreign student. ¶ Maltese students.

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(No. 2A.)

TABLE showing NUMBER of STUDENTS in DAY TRAINING COLLEGES and of DAY STUDENTS in RESIDENTIAL TRAINING COLLEGES in OCTOBER 1900.

Training College.	Number of Students.							
	Men.				Women.			
	Third Year.	Second Year.	First Year.	Total.	Third Year.	Second Year.	First Year.	Total.
DAY :—								
Aberystwyth	6	30	22	58	6	31	27	64
Bangor (University College of North Wales).	1	22	28	51	3	22	29*	54
Birmingham	1	19	25	45	2	42	45	89
Bristol	—	—	—	—	—	36	39	
Cambridge	7*	6	12	25	—	—	—	—
Cardiff	3	30	28	61	4	31	29	64
Leeds	13	12	16	41	5	27	17	49
Liverpool (University College)	9	14		48	—	—	—	—
London (King's College)	2	19	25*	46	—	—	—	—
Manchester	15	24	33	72	16	24*	22	62
Newcastle-on-Tyne	‡9	23	26	58	1	25	27	53
Nottingham	3	20	20	43	2	34	40	76
Oxford (University)	‡11	8	9	28	—	—	—	—
Reading	—	5	19	24	—	33	23	56
Sheffield	4	7	—	11	1	21	19	41
Southampton	—	4	11	15	—	27	19	46
	84	243	299	626	40	353	336	729
RESIDENTIAL :—								
Borough Road	—	1	—	1	—	—	—	—
Cheltenham (Ladies' College)	—	—	—	—	—	1†	—	1
Derby	—	—	—	—	—	3	3	6

* Including one private Student.
† Private Student.
‡ One abroad.

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(No. 2A—*continued.*)

Training College.	Number of Students.							
	Men.				Women.			
	Third Year.	Second Year.	First Year.	Total.	Third Year.	Second Year.	First Year.	Total.
Residential—*continued.*								
Durham	1	—	—	1	—	—	—	—
Edge Hill	—	—	—	—	—	5	11	16
Home and Colonial	—	—	—	—	—	6	9	15
Kennington	—	—	—	—	—	8	26	4
Lincoln	—	—	—	—	—	6	9	15
Norwich	—	—	—	—	—	—	5	5
Oxford (Diocesan)	—	—	—	—	—	5	5	10
Saffron Walden	—	—	—	—	—	4	4	8
Salisbury	—	—	—	—	—	1	—	1
Southlands	—	—	—	—	—	—	1	1
Stockwell	—	—	—	—	—	7	7	14
Swansea	—	—	—	—	—	7	7	14
Warrington	—	—	—	—	—	3	1	4
Whitelands	—	—	—	—	—	15	5	20
York	—	—	2	2	—	—	—	—
	1	1	2	4	—	71	93	164
Total	85	244	301	630	40	424	429	893

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(No. 3.)—TABLE showing the INCOME and EXPENDITURE of

	TRAINING COLLEGE.	No. denoting College on opposite page.	INCOME (Amounts 1. Grants from Board of Education. a. Under Revised Code.	1. b. For Science and Art.	2. Proceeds of Land or Capital Sums. a. Inalienable from the College by Law.	2. b. Alienable from the College at Discretion.	3. Subscriptions and Donations. a. From Individuals.	3. b. From Diocesan Boards and other Charitable Bodies.
			£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
CHURCH OF ENGLAND	Bangor (North Wales)	1	2,387 19 2	127 2 6	- - -	- - -	173 16 11	64 0 0
	Battersea	2	5,717 10 6	256 5 0	- - -	- - -	13 8 6	578 0 0
	Bishop's Stortford	3	2,384 0 0	131 5 0	- - -	- - -	185 6 6	110 6 0
	Brighton	4	1,934 13 10	211 0 0	- - -	- - -	58 0 0	103 0 0
	Bristol	5	2,343 10 1	169 2 6	- - -	65 0 6	124 18 0	77 0 0
	Carmarthen	6	2,618 19 2	162 17 6	25 0 0	- - -	53 17 6	152 0 0
	Chelsea	7	6,151 6 0	407 0 0	238 7 10	- - -	45 9 0	478 0 0
	Cheltenham (*Men*)	8	5,141 15 2	405 10 0	147 5 8	- - -	147 11 0	178 0 0
	" (*Women*)	9	2,219 1 7	274 17 6	64 5 4	- - -	82 1 0	76 0 0
	Chester	10	3,689 1 6	363 10 0	14 14 5	- - -	- - -	514 0 0
	Chichester	11	2,212 0 0	97 17 6	4 16 8	- - -	75 8 6	48 0 0
	Culham	12	3,679 4 0	204 7 6	- - -	- - -	1 6 4	144 0 0
	Derby	13	2,483 5 4 † 120 0 0	145 12 6	- - -	- - -	126 6 1	2 6 13 3
	Durham (*Men*)	14	2,942 13 8	192 2 6	10 2 2	- - -	223 5 6	208 0 0
	" (*Women*)	15	2,691 19 6	239 7 6	- - -	13 5 11	88 1 6	206 0 0
	Exeter	16	4,013 0 4	166 0 0	60 7 4	- - -	50 10 0	146 0 0
	Gray's Inn Road	17	5,022 5 4 † 300 0 0	467 10 0	- - -	10 18 4	78 9 6	155 0 0
	Kennington	18	552 0 0 † 180 0 0	- - -	- - -	- - -	- - -	- - -
	Lincoln	19	1,572 6 3 † 286 0 0	113 12 6	- - -	288 10 0	9 0 0	65 0 0
	Norwich and Ely	20	2,212 1 10 † 100 0 0	128 10 0	- - -	- - -	111 19 0	81 6 0
	Oxford	21	1,045 0 0 † 200 0 0	67 7 6	- - -	- - -	- - -	134 0 0
	Peterborough	22	2,148 13 3	186 15 0	- - -	- - -	98 3 6	94 6 0
	Ripon	23	3,430 0 0	248 0 0	- - -	- - -	15 2 0	320 0 0
	Salisbury	24	3,167 0 0 † 20 0 0	283 15 0	- - -	- - -	- - -	417 10 0
	Saltley	25	4,470 9 0	227 2 6	- - -	- - -	232 3	380 6 3
	Tottenham	26	3,640 0 0	245 15 0	- - -	- - -	-	500 0 0
	Truro	27	1,120 14 11	130 7 6	- - -	- - -	71 10 6	40 0 0
	Warrington	28	4,251 10 10 † 80 0 0	293 15 0	24 8 4	- - -	- - -	453 0 0
	Whitelands	29	5,548 5 0 † 480 0 0	331 2 6	343 15 0	- - -	87 6 0	233 0 0
	Winchester	30	2,914 8 4	141 7 6	- - -	- - -	- - -	414 0 0
	York	31	3,336 19 3	147 17 6	- - -	- - -	78 13 6	577 0 0
BRITISH	Bangor	32	2,774 13 3	201 10 0	- - -	- - -	243 15 7	- - -
	Borough Road	33	6,326 10 6	242 0 0	- - -	- - -	- - -	176 5 0
	Darlington	34	2,661 0 3	163 17 6	- - -	4 6 8	22 15 0	- - -
	Saffron Walden	35	1,900 0 0 † 160 0 0	104 7 6	- - -	- - -	- - -	75 0 0
	Stockwell	36	5,038 0 0 † 320 0 0	211 15 0	- - -	- - -	15 0 0	196 5 0
	Swansea	37	2,535 0 0 † 280 0 0	112 2 6	- - -	- - -	45 7 6	- - -
WESLEYAN	Southlands	38	3,715 11 7	232 15 0	- - -	- - -	25 0 0	500 0 0
	Westminster	39	6,023 1 0	178 12 6	- - -	- - -	- - -	1,500 0 0
ROMAN CATHOLIC	Hammersmith	40	1,956 0 0	232 12 6	- - -	- - -	7 0 0	816 2 6
	Liverpool	41	3,754 14 6 † 20 0 0	137 10 0	- - -	- - -	- - -	637 11 8
	Wandsworth	42	3,329 0 0	142 0 0	- - -	- - -	430 0 0	564 1 0
UNDENOMINATIONAL	Cheltenham, The Ladies' College.	43	262 0 0 † 20 0 0	6 15 0	- - -	- - -	- - -	- - -
	Edge Hill	44	3,479 4 6 † 200 0 0	231 12 6	- - -	- - -	- - -	- - -
	Homerton	45	4,931 10 0	507 10 0	- - -	- - -	149 14 5	- - -
	Norwood (Smith, T.C. for Teachers of the Blind).	46	209 0 0	- - -	- - -	- - -	- - -	180 12 0
	Totals		148,712 19 5	9,271 15 0	938 2 9	382 1 5	3,170 5 10	11,549 4 8

† Scholarships to day students (Art. 127*b*).

* Under the New Code the grant due *for* a year cannot be determined until the accounts for the same year have been closed, audited, and returned to the Board of Education. Instalments of grant are therefore paid in advance on the 1st October, 1st February, and 1st May (Art. 126*a*), and the balance (if any) as soon as possible after the close of the year (Art. 126*c*).

Paid in 1899–1900.		Grant for 1899–1900.	
Grant for 1898–99	£36,343 19 5	Paid in 1899–1900	£112,369 0 0
Ditto 1899–1900	112,369 0 0	Ditto 1900–1901	39,563 10 11
Total	£148,712 19 5	Total	£151,932 10 11

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TRAINING COLLEGES, in the Year ended 30th June 1900.

actually received during the Year).

No. denoting College on opposite page.	4. Fees of Students. a. Paid by themselves or their Relatives.	4. Fees of Students. b. Paid by Private Patrons.	5. Exhibitions. a. Permanently established.	5. Exhibitions. b. This Year but not sure to be renewed.	6. Collections in Churches and Chapels.	7. From Students for Books sold to them.	8. From other Sources.	9. TOTAL.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	635 00 0	- -	- -	- -	2 7 9	184 12 7	4 7 3	3,579 6 2
2	1,125 0 0	- -	- -	- -	- -	203 0 8	- -	7,893 4 8
3	465 0 0	- -	- -	- -	24 7 7	193 7 6	- -	3,493 12 7
4	410 0 0	15 0 0	- -	- -	- -	176 16 9	- -	2,908 10 9
5	535 0 0	- -	- -	- -	2 0 0	118 14 6	2 17 4	3,438 2 11
6	401 15 0	- -	- -	- -	- -	163 3 11	2 11 8	3,640 4 9
7	1,240 0 0	- -	30 0 0	- -	50 17 10	288 15 9	19 9 4	8,949 5 9
8	1,408 0 0	- -	- -	- -	- -	250 9 6	- -	7,678 11 4
9	648 0 0	- -	- -	- -	- -	152 9 5	- -	3,516 14 10
10	682 0 0	- -	- -	- -	- -	329 10 10	9 10 5	5,602 7 2
11	1,100 18 2	- -	- -	- -	- -	218 18 7	755 16 2	4,513 15 7
12	720 17 0	- -	- -	- -	- -	193 13 3	- -	4,943 8 1
13	564 15 0	- -	- -	10 0 0	- -	204 7 6	- -	3,870 19 8
14	632 0 0	- -	- -	- -	13 15 1	138 3 0	1 14 2	4,355 16 1
15	907 15 0	- -	3 10 8	- -	- -	255 9 5	4 19 6	4,410 9 0
16	890 10 0	- -	- -	- -	- -	- -	- -	5,326 7 8
17	1,158 0 0	39 0 0	- -	- -	- -	498 12 8	- -	7,729 15 10
18	418 2 6	- -	- -	- -	- -	51 2 0	9 1 7	1,210 6 1
19	392 10 0	- -	- -	- -	- -	1 19 0	- -	2,728 17 9
20	420 0 0	- -	- -	- -	- -	158 12 11	1 5 0	3,213 14 9
21	430 0 0	- -	- -	- -	- -	91 12 0	- -	1,967 19 6
22	500 0 0	- -	- -	- -	- -	99 16 1	- -	3,127 13 10
23	857 10 0	- -	- -	- -	- -	351 17 2	29 1 1	5,251 10 3
24	694 0 0	- -	- -	- -	- -	217 14 9	- -	4,799 19 9
25	787 10 0	- -	- -	10 0 0	- -	184 17 8	1 1 6	6,295 9 11
26	787 10 0	- -	- -	- -	- -	220 19 2	16 16 9	5,411 0 11
27	195 0 0	- -	- -	- -	- -	69 6 0	4 8	1,627 3 7
28	975 0 0	- -	- -	- -	- -	361 14 5	83 2 0	6,522 10 7
29	1,650 2 0	- -	- -	- -	- -	634 15 2	93 5 10	9,401 11 6
30	582 5 0	- -	- -	- -	- -	110 14 3	1,000 0 0	5,162 15 1
31	621 17 6	- -	- -	2 0 0	- -	119 15 6	11 5 0	4,895 8 3
32	560 8 0	- -	- -	- -	38 8 4	115 5 0	- -	3,864 0 2
33	1,600 0 0	215 13 1	- -	- -	- -	192 6 8	16 4 4	8,768 19 7
34	800 0 0	- -	- -	- -	- -	164 1 6	- -	3,816 0 11
35	600 0 0	- -	- -	- -	- -	109 6 4	3 17 2	2,952 11 0
36	1,900 0 0	37 16 0	- -	- -	- -	244 6 5	19 8 3	7,982 10 8
37	835 0 0	- -	- -	- -	- -	102 12 8	10 17 8	3,921 0 4
38	680 8 0	- -	- -	- -	- -	55 6 5	- -	5,209 1 0
39	937 2 6	- -	- -	- -	- -	93 8 0	- -	8,532 4 0
40	106 0 0	154 0 0	- -	- -	- -	8 16 9	- -	3,280 11 9
41	296 15 0	- -	- -	- -	- -	240 0 8	14 10 5	5,101 2 3
42	280 0 0	- -	- -	- -	- -	237 8 6	- -	4,982 9 6
43	344 18 0	- -	- -	- -	- -	- -	- -	633 13 0
44	1,067 10 0	- -	- -	- -	- -	282 14 5	14 10 6	5,295 11 11
45	1,597 15 0	- -	- -	- -	- -	202 5 1	- -	7,387 14 6
46	- -	- -	- -	- -	- -	- -	- -	389 12 0
	34,501 13 8	461 9 1	33 10 8	22 0 0	131 16 7	8,288 0 4	2,125 17 7	219,588 17 0

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(No. 3—*continued.*)—Table showing the Income and Expenditure of Training

	TRAINING COLLEGE.	No. denoting College on opposite page.	EXPENDITURE (Amount 1. Salaries of Teachers and Officers engaged in Discipline.	2. Books, Apparatus, and Stationery.	3. Printing, Postage, and other Office Charges.	4. Board.	5. Washing (if not included under any other Head).	6. Wages of Servants not engaged in Instruction or Discipline.	7. Fuel and Light.	8. Medical Attendance.
			£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
CHURCH OF ENGLAND.	Bangor (North Wales)	1	1,140 5 0	452 5 11	40 16 9	802 14 0	177 1 8	184 4 6	189 4 3	47 9 5
	Battersea	2	1,017 6 9	590 17 6	98 14 8	2,179 9 11	364 14 7	692 10 6	267 17 0	84 4 0
	Bishop's Stortford	3	1,022 12 11	350 11 2	84 2 0	890 12 7	- -	134 15 2	232 8 0	56 12 0
	Brighton	4	1,043 5 0	243 19 0	16 17 3	849 19 7	10 19 9	121 5 9	174 19 2	32 14 0
	Bristol	5	908 8 11	183 17 9	69 3 3	1,004 5 11	29 19 0	200 1 9	200 18 6	72 12 10
	Carmarthen	6	1,254 0 0	352 15 0	79 15 3	886 18 9	- -	169 8 9	151 2 1	41 4 6
	Chelsea	7	2,238 0 9	614 6 11	171 19 6	2,273 12 7	319 9 5	458 5 6	507 5 1	143 19 1
	Cheltenham (*Men*)	8	1,835 13 7	645 6 7	289 6 4	1,646 1 8	183 7 6	448 13 11	236 0 5	110 9 9
	" (*Women*)	9	1,354 12 9	293 7 1	175 9 9	810 10 9	144 19 8	244 18 2	120 5 9	84 16 5
	Chester	10	1,727 14 0	648 1 4	116 18 3	1,780 8 6	327 17 0	261 8 4	214 11 2	70 17 1
	Chichester	11	873 17 6	335 15 7	62 7 0	829 14 10	140 19 1	182 12 7	201 5 4	35 0 0
	Culham	12	1,351 6 4	451 10 4	80 13	1,905 6 11	240 15 0	356 12 10	204 13 1	33 19 0
	Derby	13	1,205 17 8	475 0 7	113 6 3	843 19 11	135 3 6	113 13 11	166 12 9	33 6 9
	Durham (*Men*)	14	1,341 9 0	270 17 3	52 17 7	1,305 13 6	67 17 3	199 16 0	294 4 3	26 7 5
	" (*Women*)	15	1,375 19 6	486 8 10	21 8 7	844 18 9	- -	156 9 5	174 4 6	44 4 0
	Exeter	16	1,446 6 0	119 19 8	63 0 10	1,686 18 8	153 17 0	238 0 0	239 8 10	62 5 10
	Gray's Inn Road	17	2,161 3 7	710 18 3	130 17 7	1,700 11 2	441 7 11	344 5 2	338 11 3	72 19 3
	Kennington	18	693 11 7	81 9 6	36 17 4	288 4 5	83 4 6	79 6 2	65 1 9	38 0 8
	Lincoln	19	870 7 6	56 14 9	21 3 10	515 18 2	- -	195 13 7	128 2 1	22 15 2
	Norwich and Ely	20	838 18 10	269 2 8	65 10 8	831 13 8	176 19 8	199 19 9	123 6 8	26 4 1
	Oxford	21	539 19 6	107 15 1	12 9 11	456 0 4	93 0 8	81 17 5	108 5 9	39 2 9
	Peterborough	22	958 17 6	177 17 1	29 2 7	1,049 5 10	147 11 8	181 11 0	160 13 0	35 7 7
	Ripon	23	1,316 12 4	537 19 4	150 2 2	1,338 16 3	3 8	262 16 1	343 3 8	65 4 1
	Salisbury	24	1,373 6 11	234 17 3	59 9 4	1,333 10 0	102 17 11	260 14 6	274 0 6	93 13 0
	Saltley	25	2,197 6 6	504 14 3	183 11 0	1,758 2 4	214 5 0	288 6 4	243 19 5	45 6 6
	Tottenham	26	1,727 17 8	426 9 7	85 18 10	1,204 9 9	267 4 7	268 2 7	311 0 3	66 15 3
	Truro	27	633 17 6	89 17 4	58 13 0	467 13 6	13 13 0	108 13 1	90 17 5	27 3 8
	Warrington	28	1,556 11 4	824 13 4	209 12 9	1,528 11 2	215 17 7	210 7 6	326 8 1	80 17 11
	Whitelands	29	2,407 12 11	881 3 5	140 11 8	2,300 7 0	523 19 3	445 11 11	527 9 11	127 3 8
	Winchester	30	1,263 6 8	301 9 9	10 17 9	1,325 18 8	129 10 3	149 13 7	143 7 10	13 14 1
	York	31	1,279 10 0	579 7 1	46 6 10	1,242 0 0	- -	306 16 3	176 3 10	40 11 6
BRITISH.	Bangor	32	1,575 15 8	370 9 4	58 10 2	1,225 18 7	74 2 0	142 7 6	131 15 6	46 4 9
	Borough Road	33	3,105 10 4	580 2 1	247 9 5	2,363 12 5	321 16 9	365 0 10	371 16 4	139 10 9
	Darlington	34	1,644 18 6	245 11 6	47 15 7	1,014 1 8	84 1 8	132 19 11	203 11 10	50 2 2
	Saffron Walden	35	599 9 2	229 17 11	99 16 3	753 14 10	50 7 0	129 7 4	241 14 10	32 0 10
	Stockwell	36	2,388 15 8	516 19 8	213 12 1	1,573 7 1	149 16 6	357 12 4	449 13 0	82 16 7
	Swansea	37	1,320 8 2	425 0 1	211 10 4	759 19 2	83 18 0	122 10 10	158 12 10	54 18 8
WESLEYAN	Southlands	38	1,470 2 1	337 13 6	110 8 7	1,429 13 8	236 14 1	221 14 3	272 17 10	85 12 10
	Westminster	39	2,334 17 8	504 15 5	124 18 9	2,664 11 9	270 15 6	471 5 2	506 9 4	127 16 10
ROMAN CATHOLIC	Hammersmith	40	1,135 1 7	112 2 0	13 13 10	925 4 11	6 15 4	236 18 9	139 1 1	20 12 6
	Liverpool	41	948 10 6	217 8 11	26 15 11	1,882 5 2	168 2 6	150 0 0	157 2 11	44 18 9
	Wandsworth	42	891 4 6	342 6 0	15 9 5	1,868 0 0	175 2 6	157 0 0	159 17 6	26 6 10
UNDENOMINATIONAL	Cheltenham, The Ladies College.	43	402 8 1	- -	27 7 3	325 10 0	- -	- -	- -	- -
	Edge Hill	44	1,604 17 2	386 15 0	121 5 6	1,436 19 11	1 18 5	265 5 10	253 2 3	73 13 9
	Homerton	45	2,334 16 9	311 9 10	261 14 5	1,624 3 5	387 9 11	400 19 2	225 13 8	78 10 10
	Norwood (Smith, T.C. for Teachers of the Blind).	46	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
	Totals	-	64,182 11 10	16,880 0 5	4,360 9 8	58,024 11 8	6,717 16 8	10,609 18 11	10,207 0 6	2,638 7 4

* Chapel Expenses. † Payments to Day Students (Art. 127b). ‡ Net Cost of Practising School.

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Colleges, in the Year ended 30th June 1900—*continued.*

actually disbursed during the Year).

No. denoting College on opposite page.	9. Replacement of Furniture and Repairs to Buildings and Cleaning.	10. Rent, Rates, Taxes and Insurance.	11. Net Cost of Garden, Farm, &c.	12. Other Current Expenses.	13. Total Cost of Training.	14. Deduct proportionate Cost of Training of Students.	15. Deduct Cost of Instruction in Science and Art subjects.	16. Approved Expenditure.	17. Expenditure inadmissible under Art. 125a.	18. Total Expenditure of College.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	378 5 6	142 8 0	35 4 8	- -	3,589 19 8	- -	127 2 6	3,562 17 2	13 11 6	3,703 11 2
2	844 10 11	859 3 10	66 17 10	44 14 2	8,011 1 8	- -	256 5 0	7,754 16 8	15 0 0	8,026 1 8
3	376 14 6	117 5 9	93 2 3	- -	3,358 16 4	39 4 1	131 5 0	3,188 7 3	22 16 10	3,381 13 2
4	200 13 9	114 4 11	20 16 6	8 1 11	2,837 16 7	- -	211 0 0	2,626 16 7	90 19 4	2,928 15 11
5	344 13 5	133 0 2	58 7 9	‡150 14 11	3,376 4 2	- -	169 2 6	3,207 1 8	10 0 0	3,386 4 2
6	284 2 10	55 5 5	105 8 11	17 13 3	3,397 14 9	- -	162 17 6	3 234 17 3	5 5 0	3,402 19 9
7	1,213 1 0	424 6 6	159 17 2	*30 11 11 12 2 0	8,566 17 5	- -	394 3 9	8,172 13 8	570 7 4	9,237 4 9
8	1,082 13 0	377 1 7	51 1 3	‡500 0 0	7,405 15 7	51 9 9	495 10 0	6,948 15 10	151 18 8	7,557 14 3
9	584 4 1	150 17 7	8 10 8	‡30 0 0	4,002 12 8	- -	274 17 6	3,727 15 2	16 0 0	4,018 12 8
10	362 9 8	121 18 5	75 18 5	- -	5,708 2 2	- -	363 10 0	5,344 12 2	365 1 3	6,073 3 5
11	470 8 5	148 15 4	78 17 0	221 12 6	3,581 5 2	43 13 5	97 17 6	3,439 14 3	388 8 8	3,869 13 10
12	956 5 2	95 7 9	24 7 4	‡129 2 4	5,829 19 9	- -	204 7 6	5,625 12 3	14 0 0	5,843 19 9
13	537 1 6	209 10 6	20 9 7	- -	3,854 2 11	- -	145 12 6	3,708 10 5	† 120 0 0 122 0 0	4,096 2 11
14	352 6 5	181 4 4	87 18 11	378 17 2	4,559 9 1	- -	192 2 6	4,367 6 7	104 0 3	4,663 9 4
15	340 12 8	202 2 0	79 5 10	- -	3,725 14 1	68 0 0	239 7 6	3,418 6 7	713 15 0	4,439 9 1
16	995 9 8	235 14 11	159 5 6	- -	5,400 6 11	- -	166 0 0	5,234 6 11	77 10 8	5,477 17 7
17	628 17 4	765 13 11	2 4 6	- -	7,297 9 11	- -	467 10 0	6,829 19 11	† 300 0 0 50 0 0	7,647 9 11
18	49 7 4	229 6 9	32 11 0	5 12 4	1,682 13 4	- -	39 14 6	1,642 18 10	† 180 0 0 1 10 6	1,864 3 10
19	246 12 6	46 17 5	- -	‡130 0 0 2 10 10	2,236 15 10	- -	113 12 6	2,123 3 4	† 286 0 0 64 6 8	2,587 2 6
20	170 12 7	221 19 0	41 3 0	‡150 0 0	3,115 10 7		128 10 0	2,987 0 7	† 100 0 0 54 0 0	3,269 10 7
21	155 8 5	81 6 11	26 15 8	- -	1,702 2 5	- -	67 7 6	1,634 14 11	† 200 0 0 10 0 0	1,912 2 5
22	245 16 6	158 6 6	2 10 0	- -	3,146 19 3	- -	186 15 0	2,960 4 3	14 13 3	3,161 12 6
23	958 17 3	377 14 7	87 12 5	‡127 4 1	5,566 5 11	- -	248 0 0	5,318 5 11	94 2 3	5,660 8 2
24	456 8 3	275 7 7	65 4 9	‡109 9 0	4,643 19 0	- -	283 15 0	4,360 4 0	† 20 0 0 9 19 9	4,673 18 9
25	510 2 4	298 15 4	54 16 9	14 2 5	6,313 8 2	- -	227 2 6	6,086 5 8	14 13 7	6,328 1 9
26	625 6 4	321 18 0	91 19 9	- -	5,487 2 7	- -	245 15 0	5,241 7 7	20 0 0	5,507 2 7
27	138 12 5	35 0 4	17 3 0	11 10 6	1,692 14 9	- -	130 7 6	1,562 7 3	2 2 0	1,694 16 9
28	984 5 9	245 2 2	98 18 7	‡70 0 0	6,351 6 2	- -	293 15 0	6,057 11 2	† 80 0 0 67 3 8	6,498 9 10
29	950 19 9	811 6 8	22 12 7	154 3 1	12,505 18 4	- -	331 2 6	12,174 15 10	4,074 9 7	13,367 11 5
30	225 13 8	77 0 10	28 18 6	- -	3,669 11 7	- -	141 7 6	3,528 4 1	1,005 0 0	4,674 11 7
31	521 15 8	124 3 0	12 16 4	100 0 0	4,431 10 6	- -	147 17 6	4,283 13 0	527 13 9	4,959 4 3
32	187 16 8	114 5 1	41 13 6	- -	3,958 18 9	- -	201 10 0	3,767 8 9	23 11 6	3,992 10 3
33	826 18 1	524 9 4	66 3 1	144 10 0	9,056 19 5	165 18 3	287 12 0	8,603 9 2	22 16 3	9,079 15 8
34	222 14 4	182 5 10	63 17 6	22 13 6	3,914 14 0	- -	163 17 6	3,750 16 6	116 10 0	4,031 4 0
35	336 13 4	73 3 6	25 1 5	- -	2,971 6 5	- -	104 7 6	2,866 18 11	† 160 0 0	3,131 6 5
36	761 1 6	451 11 5	71 7 10	195 0 0	7,211 13 8	40 16 0	211 15 0	6,959 2 8	† 320 0 0	7,531 13 8
37	302 13 0	261 16 3	9 8 7	- -	3,710 15 11	- -	112 2 6	3,598 13 5	† 280 0 0	3,990 15 11
38	659 16 6	323 17 9	55 1 3	- -	5,203 12 4	- -	232 15 0	4,970 17 4	- - -	5,203 12 4
39	833 16 8	398 15 11	5 0 0	- -	8,443 3 0	- -	178 12 6	8,264 10 6	- - -	8,443 3 0
40	232 0 6	204 14 5	4 0 0	- -	3,030 4 11	129 8 10	232 12 6	2,668 3 7	- - -	3,030 4 11
41	349 14 8	905 17 2	148 11 10	*56 0 0 23 8 3	5,078 16 7	- -	137 10 0	4,941 6 7	† 20 0 0	5,098 16 7
42	453 8 0	732 1 0	30 14 3	*24 18 4	4,876 8 4	- -	142 0 0	4,734 8 4	1 17 6	4,878 5 10
43	- - -	- - -	- - -	110 0 0	865 5 4	215 17 0	6 15 0	642 13 4	† 20 0 0	885 5 4
44	292 14 4	261 0	19 12 3	58 7 7	4,775 12 6	- -	231 12 6	4,544 0 0	† 200 0 0	4,975 12 6
45	675 5 8	666 14 9	165 2 3	‡61 7 6	7,193 8 2	- -	508 8 1	6,685 0 1	429 18 6	7,623 6 8
46	- - -	- - -	- - -	§389 12 0	389 12 0	- -	- -	389 12 0	- - -	389 12 0
-	22,827 1 10	12,738 18 11	2,416 10 2	3,488 19 7	217,839 18 7	754 7 4	9,846 3 4	207,740 7 11	11,571 8 8	226,198 5 4

§ Payment at the rate of £60 a year per student, according to contract with the London School Board.

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(No. 4.) - - - - - - -

TABLE showing how much of the COST of a STUDENT in each TRAINING COLLEGE was

	TRAINING COLLEGE.	Number denoting College on opposite page.	Number of Students.	ACTUAL AMOUNT OF EXPENDITURE AND IN THE	
				Tuition and other Expenses of Instruction. I.	Board, Fuel, and other Expenses of Keep. II.
				£. s. d.	£. s. d.
FOR MASTERS ONLY.	Bangor	1	60	1,946 5 0	1,620 8 4
	Battersea	2	116	2,508 4 3	3,588 16 0
	Borough Road	3	141	3,685 12 5	3,561 17 1
	Carmarthen	4	62	1,606 15 0	1,248 14 1
	Chelsea	5	124	2,852 7 8	3,702 11 8
	Cheltenham	6	116	2,481 0 2	2,624 13 3
	Chester	7	105	2,375 15 4	2,655 2 1
	Culham	8	90	1,802 16 8	2,741 6 10
	Durham	9	75	1,612 6 3	1,893 18 5
	Exeter	10	90	1,566 5 8	2,380 10 4
	Hammersmith	11	39	1,247 3 7	1,328 12 7
	Peterborough	12	50	1,136 14 7	1,574 9 1
	Saltley	13	100	2,702 0 9	2,549 19 7
	Westminster	14	120	2,839 13 1	4,240 18 7
	Winchester	15	59	1,561 16 5	1,762 4 5
	York	16	76	1,858 17 1	1,765 11 7
			1,423	33,786 13 11	39,239 13 11
FOR MISTRESSES ONLY.	Bangor (North Wales Church of England).	17	77	1,692 10 11	1,400 13 10
	Bishop's Stortford	18	70	1,373 4 1	1,314 7 9
	Brighton	19	65	1,287 4 0	1,189 18 3
	Bristol	20	77	1,112 6 8	1,507 18 0
	Cheltenham	21	80	1,647 19 10	1,405 10 9
	Cheltenham (The Ladies' College)	22	18	402 8 1	325 10 0
	Chichester	23	70	1,209 13 1	1,389 11 10
	Darlington	24	80	1,890 10 0	1,484 17 3
	Derby	25	85	1,680 18 3	1,292 16 10
	Durham	26	85	1,862 8 4	1,219 16 8
	Edge Hill	27	115	1,991 12 2	2,031 0 2
	Gray's Inn Road	28	160	2,872 1 10	2,897 14 9
	Homerton	29	144	2,646 6 7	2,716 17 0
	Kennington	30	32	775 1 1	553 17 6
	Lincoln	31	55	927 2 3	862 9 0
	Liverpool	32	113	1,165 19 5	2,402 9 4
	Norwich and Ely	33	68	1,108 1 6	1,358 3 10
	Oxford	34	37	647 14 7	778 6 11
	Ripon	35	99	1,854 11 8	2,010 3 9
	Saffron Walden	36	60	1,229 7 1	1,207 4 10
	Salisbury	37	94	1,608 4 2	2,069 15 11
	Southlands	38	109	1,807 15 7	2,246 12 8
	Stockwell	39	158	2,905 15 4	2,613 5 6
	Swansea	40	84	1,745 8 3	1,179 19 6
	Tottenham	41	104	2,154 7 3	2,207 12 5
	Truro	42	40	723 14 10	708 0 8
	Wandsworth	43	100	1,233 10 6	2,386 6 10
	Warrington	44	128	2,381 4 8	2,362 2 3
	Whitelands	45	178	3,288 16 4	3,924 11 9
			2,585	47,225 18 4	49,047 15 9

* Includes in each case cost of instructing Students in Science and Art subjects

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(No. 4.)

owing to TUITION, KEEP, and GENERAL EXPENSES in the Year ended 30th June 1900.

DITURE UNDER THREE HEADS, AGGREGATE.			AMOUNT of YEARLY COST *per Student*, UNDER EACH HEAD, AND IN THE AGGREGATE.			
No. denoting College on opposite page.	Permanent Establishment Charges, &c. III.	TOTAL.*	I.	II.	III.	TOTAL.
	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
1	402 5 5	3,968 18 9	32 8 9	27 0 2	6 14 1	66 3 0
2	1,914 1 5	8,011 1 8	21 12 6	30 18 9	16 10 0	69 1 3
3	1,809 9 11	9,056 19 5	26 2 9	25 5 3	12 16 8	64 4 8
4	542 5 8	3,397 14 9	25 18 4	20 2 10	8 14 11	54 16 1
5	2,011 18 1	8,566 17 5	23 0 1	29 17 2	16 4 6	69 1 9
6	2,300 2 2	7,405 15 7	21 7 9	22 12 6	19 16 7	63 16 10
7	677 4 9	5,708 2 2	22 12 6	25 5 9	6 9 0	54 7 3
8	1,285 16 3	5,829 19 9	20 0 8	30 9 2	14 5 9	64 15 7
9	1,053 4 5	4,559 9 1	21 9 11	25 5 1	14 0 10	60 15 10
10	1,453 10 11	5,400 6 11	17 8 1	26 9 0	16 3 0	60 0 1
11	454 8 9	3,030 4 11	31 19 7	34 1 4	11 13 1	77 14 0
12	435 15 7	3,146 19 3	22 14 8	31 9 9	8 14 4	62 18 9
13	1,061 7 10	6,313 8 2	27 0 5	25 10 0	10 12 3	63 2 8
14	1,362 11 4	8,443 3 0	23 13 3	35 6 10	11 7 1	70 7 2
15	342 10 9	3,669 11 7	26 10 5	29 17 4	5 16 2	62 3 11
16	807 1 10	4,431 10 6	24 9 2	23 4 7	10 12 5	58 6 2
	17,913 15 1	90,940 2 11	23 14 11	27 11 6	12 11 9	63 18 2
17	596 14 11	3,689 19 8	21 19 7	18 3 10	7 15 0	47 18 5
18	671 4 6	3,358 16 4	19 12 4	18 15 7	9 11 9	47 19 8
19	360 14 4	2,837 16 7	19 16 1	18 6 1	5 11 0	43 13 2
20	755 19 6	3,376 4 2	14 8 11	19 11 8	9 16 4	43 16 11
21	949 2 1	4,002 12 8	20 12 0	17 11 5	11 17 3	50 0 8
22	137 7 3	865 5 4	22 7 1	18 1 8	7 12 8	48 1 5
23	982 0 3	3,581 5 2	17 5 8	19 17 0	14 0 7	51 3 3
24	539 6 9	3,914 14 0	23 12 7	18 11 3	6 14 10	48 18 8
25	880 7 10	3,854 2 11	19 15 6	15 4 2	10 7 2	45 6 10
26	643 9 1	3,725 14 1	21 18 3	14 7 0	7 11 5	43 16 8
27	753 0 2	4,775 12 6	17 6 4	17 13 3	6 11 0	41 10 7
28	1,527 13 4	7,297 9 11	17 19 0	18 2 3	9 10 11	45 12 2
29	1,830 4 7	7,193 8 2	18 7 7	18 17 4	12 14 2	49 19 1
30	353 14 9	1,682 13 4	24 4 5	17 6 2	11 1 1	52 11 8
31	447 4 7	2,236 15 10	16 17 2	15 13 7	8 2 8	40 13 5
32	1,510 7 10	5,078 16 7	10 6 4	21 5 3	13 7 4	44 18 11
33	649 5 3	3,115 10 7	16 5 11	19 19 6	9 10 11	45 16 4
34	276 0 11	1,702 2 5	17 10 1	21 0 9	7 9 3	46 0 1
35	1,701 10 6	5,566 5 11	18 14 8	20 6 1	17 3 9	56 4 6
36	534 14 6	2,971 6 5	20 9 9	20 2 5	8 18 3	49 10 5
37	965 18 11	4,643 19 0	17 2 2	22 0 5	10 5 6	49 8 1
38	1,149 4 1	5,203 12 4	16 11 9	20 12 3	10 10 10	47 14 10
39	1,692 12 10	7,211 13 8	18 7 10	16 10 9	10 14 3	45 12 10
40	785 8 2	3,710 15 11	20 15 7	14 0 11	9 7 0	44 3 6
41	1,125 2 11	5,487 2 7	20 14 4	21 4 7	10 16 4	52 15 3
42	260 19 3	1,692 14 9	18 1 10	17 14 0	6 10 6	42 6 4
43	1,256 11 0	4,876 8 4	12 6 8	23 17 3	12 11 4	48 15 3
44	1,607 19 3	6,351 6 2	18 12 1	18 9 1	12 11 3	49 12 5
45	2,079 13 9	9,293 1 10	18 9 6	22 1 0	11 13 8	52 4 2
	27,023 13 1	123,297 7 2	18 5 5	18 19 6	10 9 1	47 14 0

(*see* Column 1 of Income, and Column 15 of Expenditure Table 3).

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(No. 4A.)

TABLE showing the INCOME and EXPENDITURE of DAY TRAINING COLLEGES in the YEAR ended 31ST JULY 1900.

INCOME.

Name of College.	No. of Students.		Grants from the Board of Education		Grants for Science and Art.	Subscriptions or Donations.	Fees of Students.	Income from other Sources.	Total.
	Men.	Women.	(a) For the Committee.	(b) For the Queen's Scholars.					
			£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Aberystwyth	57	62	1,183 0 0	2,651 0 0	85 17 6	30 0 0	1,245 16 8	- - -	5,195 14 2
Bangor	48	50	976 0 0	2,191 0 0	75 10 0	- - -	995 15 1	5 6 6	4,243 11 7
Birmingham	31	91	1,213 0 0	2,581 0 0	137 0 0	191 13 4	1,282 10 0	176 11 4	5,581 14 8
Bristol	-	65	650 0 0	1,300 0 0	29 0 0	- - -	650 0 0	33 17 9	2,662 17 9
Cambridge	24	-	230 0 0	575 0 0	- - -	- - -	15 15 0	- - -	820 15 0
Cardiff	63	62	1,250 0 0	2,815 0 0	54 0 0	- - -	1,090 0 0	20 0 0	5,229 0 0
Leeds	37	56	926 0 0	2,036 0 0	25 12 6	75 0 0	910 0 0	5 2 0	3,977 14 6
Liverpool	38	-	380 0 0	950 0 0	46 10 0	- - -	380 0 0	- - -	1,756 10 0
London (King's College)	41	-	410 0 0	1,025 0 0	22 17 6	- - -	430 0 0	- - -	1,887 17 6
Manchester	56	50	1,054 0 0	2,388 0 0	- - -	517 17 7	1,582 10 0	- - -	5,542 7 7
Newcastle	56	52	1,076 0 0	2,432 0 0	155 5 0	- - -	845 0 0	733 15 0	5,242 0 0
Nottingham	41	59	1,000 0 0	2,205 0 0	137 7 6	- - -	254 0 0	- - -	3,596 7 6
Oxford	24	-	243 0 0	608 0 0	- - -	- - -	- - -	- - -	851 0 0
Reading	5	35	400 0 0	825 0 0	- - -	- - -	708 0 0	- - -	1,933 0 0
Sheffield	15	34	490 0 0	1,055 0 0	36 2 6	- - -	367 10 0	- - -	1,948 12 6
Southampton	4	27	310 0 0	640 0 0	- - -	- - -	210 0 0	105 0 0	1,265 0 0
Total	540	643	11,791 0 0	26,277 0 0	805 2 6	814 10 11	10,966 16 9	1,079 12 7	51,734 2 9

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EXPENDITURE.

Name of College.	Printing, Postage, Stationery, &c.	Salaries of Normal Master and Teachers.	Fees to College Professors.	Books and Stationery for Students.	Rent, Rates and Taxes.	Fuel and Light.	Furniture, Repairs, and Cleaning.	Grants to Queen's Scholars.	Other Expenditure.	Total.
	£ s. d.	£ s. d.	£. s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Aberystwyth - -	67 14 1	645 0 0	1,449 8 9	- -	56 15 3	39 1 6	158 14 2	2,651 0 0	767 4 8	5,834 18 5
Bangor - -	58 1 9	763 0 0	983 10 0	10 0 0	118 0 0	- -	54 9 0	2,191 0 0	61 10 6	4,239 11 3
Birmingham - -	153 14 10	885 0 0	320 12 6	134 15 2	144 7 6	40 6 11	175 2 8	2,581 0 0	1,151 15 1	5,581 14 8
Bristol - -	10 8 0	650 12 2	550 0 0	- -	87 14 6	20 14 7	28 2 3	1,300 0 0	37 14 10	2,685 6 4
Cambridge - -	- - -	240 0 0	- -	8 6 3	- -	- -	- -	575 0 0	13 3 4	836 9 7
Cardiff - -	121 12 9	874 18 0	1,515 5 10	55 9 7	93 0 10	61 19 4	144 11 10	2,815 0 0	45 0 0	5,726 18 2
Leeds - -	17 14 3	637 10 0	1,042 14 2	2 6 5	100 0 0	50 0 0	5 0 6	2,036 0 0	83 16 9	3,975 2 1
Liverpool - -	19 4 1	81 [illegible]	608 0 0	2 7 10	62 10 0	- -	- -	950 0 0	28 15 4	1,752 1 3
London (King's College).	26 8 2	230 0 0	658 3 2	9 7 0	- -	- -	- -	1,025 0 0	34 18 6	1,983 16 10
Manchester - -	57 16 0	871 16 8	2,082 0 6	2 14 5	- -	- -	- -	2,388 0 0	140 0 0	5,542 7 7
Newcastle- -	76 0 2	952 0 0	922 4 0	- -	- -	- -	- -	2,432 0 0	762 10 0	5,144 14 2
Nottingham - -	24 2 3	761 13 4	300 0 0	21 14 3	132 12 2	- -	- -	2,205 0 0	91 18 0	3,537 0 0
Oxford - -	7 16 9	151 2 0	48 13 4	2 13 3	18 15 0	1 11 9	9 17 6	608 0 0	27 13 11	876 3 6
Reading - -	142 0 0	150 0 0	665 0 0	5 0 0	82 0 0	56 0 0	72 0 0	825 0 0	47 0 0	2,044 0 0
Sheffield - -	10 2 11	324 14 0	895 13 0	- -	- -	- -	- -	1,055 0 0	16 13 9	2,302 3 8
Southampton - -	56 2 5	416 9 2	- -	- -	- -	- -	26 2 5	640 0 0	126 13 0	1,265 7 0
Total - - -	848 18 5	8,629 19 4	12,041 5 3	254 14 2	895 15 3	269 14 1	674 0 4	26,277 0 0	3,436 7 8	53,327 14 6

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(No. 5.)

SUMMARY of RESULTS of EXAMINATION of CANDIDATES for ADMISSION into TRAINING COLLEGES, and for the OFFICE OF TEACHER, under ARTICLES 50 and 52, CODE 1900.

CHRISTMAS 1900.

—	Presented for Examination.	Passed.				Failed.
		1st Class.	2nd Class.	3rd Class.	Total.	
Men - - - - - - -	2,602	458	889	1,000	2,347	255
Women - - - - - - -	8,220	1,672	2,961	2,907	7,540	680
Total - - - - -	10,822	2,130	3,850	3,907	9,887	935

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(No. 5A.)

Summary of Results of Examination of Students in Residential Training Colleges at Midsummer, 1900.

Men.

Training College.	Third Year.						Second Year.								First Year.								
	Number presented for Examination.	Passed.				Examination Incomplete, Part II.	Number presented for Examination.	Passed.					Failed.		Number presented for Examination.	Passed.					Failed.		
		1st Division.		2nd Division.				1st Division.		2nd Division.		3rd Division.				1st Division.		2nd Division.		3rd Division.			
		Part I.	Part II.	Part I.	Part II.			Part I.	Part II.	Part I.	Part II.	Part I.	Part II.	Part I.	Part II.	Part I.	Part II.	Part I.	Part II.	Part I.	Part II.	Part I.	Part II.
Bangor	1	1	—	—	1	—	30	21	16	9	12	—	2	—	—	30	9	17	15	7	1	1	*	*
Battersea	—	—	—	—	—	—	63	57	39	6	20	—	4	—	—	53	48	41	5	12	—	—	—	—
Borough Road	4	4	3	—	1	—	69	63	54	5	14	1	1	—	—	62	57	59	5	3	—	—	—	—
Carmarthen	—	—	—	—	—	—	33	13	2	18	10	2	21	—	—	29	16	6	13	10	—	13	—	—
Chelsea	—	—	—	—	—	—	61	35	42	23	16	3	3	—	—	63	47	50	16	11	—	2	—	—
Cheltenham	—	—	—	—	—	—	50	45	34	5	16	—	—	—	—	61	51	58	10	3	—	—	—	—
Chester	1	1	1	—	—	—	54	41	18	13	32	—	4	—	—	50	31	21	18	24	1	5	—	—
Culham	1	1	1	—	—	—	44	36	12	8	23	—	8	—	1	45	28	15	16	26	1	4	—	—
Durham	5	3	2	2	—	3	36	29	13	7	20	—	3	—	—	34	28	18	6	13	—	3	—	—
Exeter	—	—	—	—	—	—	37	26	8	10	25	1	4	—	—	52	18	12	33	32	1	8	—	—
Hammersmith	1	—	—	1	—	1	13	7	2	6	8	—	3	—	—	22	16	9	5	8	1	5	—	—
Peterborough	—	—	—	—	—	—	25	17	13	8	9	—	3	—	—	25	16	8	9	13	—	4	—	—
Salt'ey	—	—	—	—	—	—	50	41	13	9	34	—	3	—	—	50	44	23	6	24	—	3	—	—
Westminster	—	—	—	—	—	—	60	50	46	10	14	—	—	—	—	59	45	32	14	24	—	3	—	—
Winchester	1	1	1	—	—	—	32	23	14	9	26	—	2	—	—	26	20	19	6	6	—	1	—	—
York	—	—	—	—	—	—	34	25	14	7	19	2	1	—	—	42	40	13	2	23	—	6	—	—
Total	14	11	8	3	2	4	691	529	340	158	288	9	62	—	1	708	514	401	179	289	5	58	*	*

* Examination disallowed in the case of five students

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(No. 5A—*continued.*)

Summary of Results of Examination of Students in Residential Training Colleges at Midsummer, 1900.

WOMEN.

TRAINING COLLEGE.	THIRD YEAR.					SECOND YEAR.									FIRST YEAR.									
	Number presented for Examination.	PASSED.				Number presented for Examination.	PASSED.						FAILED.		Number presented for Examination.	PASSED.						FAILED.		
		1st Division.		2nd Division.			1st Division.		2nd Division.		3rd Division.					1st Division.		2nd Division.		3rd Division.			
		Part I.	Part II.	Part I.	Part II.		Part I.	Part II.	Part I.	Part II.	Part I.	Part II.	Part I.	Part II.		Part I.	Part II.	Part I.	Part II.	Part I.	Part II.	Part I.	Part II.
Bangor (North Wales)	—	—	—	—	—	33	13	12	17	13	3	8	—	—	44	21	18	20	23	—	3	—	—
Bishop's Stortford	—	—	—	—	—	33	15	14	18	14	—	5	—	—	36	28	24	8	10	—	2	—	—
Brighton	—	—	—	—	—	34	28	20	6	14	—	—	—	—	30	29	17	1	12	—	1	—	—
Bristol	—	—	—	—	—	39	25	26	13	10	1	3	—	—	37	18	14	18	17	1	6	—	—
Cheltenham	—	—	—	—	—	40	24	19	15	19	1	2	—	—	39	30	26	9	12	—	1	—	—
Cheltenham (Ladies' College).	—	—	—	—	—	5	2	4	3	—	—	1	—	—	10	6	8	4	2	—	—	—	—
Chichester	3	2	3	1	—	26	18	8	8	11	—	7	—	—	41	23	13	18	17	—	11	—	—
Darlington	3	1	3	2	—	38	26	22	12	12	—	4	—	—	39	36	38	3	1	—	—	—	—
Derby	1*	—	—	1	—	42	20	20	22	17	—	5	—	—	42	21	18	20	20	1	4	—	—
Durham	2	2	2	—	—	42	18	17	22	22	2	3	—	—	40	31	28	9	12	—	—	—	—
Edge Hill	7	6	7	1	—	55	50	44	5	11	—	—	—	—	52	51	47	1	5	—	—	—	—
Home and Colonial	—	—	—	—	—	81	60	41	21	35	—	5	—	—	79	67	51	11	23	1	5	—	—
Homerton	—	—	—	—	—	72	42	57	30	15	—	—	—	—	72	59	51	13	21	—	—	—	—
Kennington	—	—	—	—	—	—	—	—	—	—	—	—	—	—	31	23	16	8	14	—	1	—	—
Lincoln	—	—	—	—	—	26	18	5	8	8	—	13	—	—	28	22	12	6	10	—	6	—	—
Liverpool	4	4	4	—	—	53	37	21	16	24	—	8	—	—	54	42	22	12	20	—	12	—	—
Norwich	—	—	—	—	—	33	12	4	17	23	4	6	—	—	35	23	10	11	20	1	5	—	—
Oxford	—	—	—	—	—	18	14	11	4	3	—	4	—	—	19	15	5	4	7	—	7	—	—
Ripon	—	—	—	—	—	47	40	40	7	7	—	—	—	—	52	46	20	6	22	—	10	—	—
Saffron Walden	—	—	—	—	—	30	17	17	13	11	—	2	—	—	30	23	17	7	10	—	3	—	—
Salisbury	—	—	—	—	—	45	37	39	8	5	—	1	—	—	49	40	22	9	19	—	8	—	—
Southlands	—	—	—	—	—	55	44*	34	11	21	—	—	—	—	53	42	33	11	17	—	3	—	—
Stockwell	6*	6	4	—	1	75	64	67	11	8	—	—	—	—	74	72	68	2	6	—	—	—	—
Swansea	—	—	—	—	—	42	36	15	6	20	—	7	—	—	41	31	19	10	17	—	5	—	—
Tottenham	—	—	—	—	—	51	48	48	3	3	—	—	—	—	52	48	51	4	1	—	—	—	—
Truro	—	—	—	—	—	22	9	6	13	12	—	4	—	—	18	11	1	7	10	—	7	—	—
Wandsworth	—	—	—	—	—	44	27	16	17	22	—	6	—	—	54	19	17	33	19	2	18	—	—
Warrington	—	—	—	—	—	59	34	38	25	18	—	3	—	—	68	46	43	29	22	—	3	—	—
Whitelands	6	6	4	—	2	85	62	64	23	20	—	1	—	—	86	75	63	11	18	—	5	—	—
Total	32	27	27	5	3	1,225	840	729	374	398	11	98	—	—	1,305	1,001	772	298	407	6	126	—	—

* One not presented in Part II.

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(No. 5B.)

TABLE showing the NUMBER of STUDENTS in RESIDENTIAL TRAINING COLLEGES who offered an APPROVED UNIVERSITY EXAMINATION instead of Part II. of the Syllabus.

MEN.

TRAINING COLLEGES.	THIRD YEAR.			SECOND YEAR.			FIRST YEAR.		
	Number presented for Examination.	Passed 1st Division.	Failed.	Number presented for Examination.	Passed 1st Division.	Failed.	Number presented for Examination.	Passed 1st Division.	Failed.
Bangor	—	—	—	1	1	—	—	—	—
Battersea	—	—	—	14	1	13	34	14	20
Borough Road	2	1	1	35	15	20	45	14	31
Chelsea	--	—	—	24	4	20	43	26	17
Cheltenham	—	—	—	11	1	10	33	17	16
Chester	1	1	—	--	—	—	1	1	--
Durham	4	1	3	5	5	—	10	10	—
Exeter	—	—	—	2	1	1	3	1	2
Hammersmith	1	—	1	--	—	—	1	1	—
Saltley	—	—	—	1	—	1	10	2	8
Westminster	—	—	—	3	1	2	12	8	4
Winchester	1	1	—	3	—	3	7	3	4
York	—	—	—	—	—	—	3	2	1
Total	9	4	5	99	29	70	202	99	103

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(No. 5B—*continued.*)

Table showing the Number of Students in Residential Training Colleges who offered an Approved University Examination instead of Part II. of the Syllabus.

WOMEN.

TRAINING COLLEGES.	THIRD YEAR.			SECOND YEAR.			FIRST YEAR.		
	Number presented for Examination.	Passed 1st Division.	Failed.	Number presented for Examination.	Passed 1st Division.	Failed.	Number presented for Examination.	Passed 1st Division.	Failed.
Bishop's Stortford	—	—	—	—	—	—	2	2	—
Brighton	—	—	—	3	2	1	—	—	—
Cheltenham	—	—	—	2	1	1	5	3	2
Cheltenham (Ladies')	—	—	—	—	—	—	1	1	—
Darlington	3	3	—	4	4	—	8	8	—
Derby	—	—	—	1	—	1	—	—	—
Durham	2	2	—	5	5	—	5	5	—
Edge Hill	5	2	3	7	5	2	8	6	2
Home and Colonial	—	—	—	3	1	2	8	1	7
Homerton	—	—	—	9	6	3	2	2	—
Liverpool	—	—	—	2	2	—	—	—	—
Norwich	—	—	—	2	1	1	—	—	—
Ripon	—	—	—	3	—	3	3	—	3
Saffron Walden	—	—	—	1	1	—	1	1	—
Southlands	—	—	—	8	6	2	—	—	—
Stockwell	—	—	—	22	7	15	3	—	3
Swansea	—	—	—	1	—	1	—	—	—
Tottenham	—	—	—	2	—	2	10	5	5
Wandsworth	—	—	—	1	—	1	—	—	—
Whitelands	1	1	—	5	2	3	9	6	3
Total	11	8	3	81	43	38	65	40	25

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(No. 6.)

TABULATED RESULTS OF EXAMINATION, MIDSUMMER, 1900.

PERCENTAGE OF MARKS OBTAINED IN EACH SUBJECT BY STUDENTS TAKING THAT SUBJECT.

STUDENTS OF THE THIRD YEAR.

MEN.

Training College.	PART I.				PART II.													
	Teaching.	Theory of Teaching.	Drawing.	English.	Geometry and Trigonometry.	Algebra and Mensuration.	Statics and Dynamics.	Latin.	French.	German.	Mathematics.	Advanced.	Theoretical Mechanics (Bollas).	Advanced.	Sound.	Advanced.	Inorganic Chemistry (Theoretical).	Elementary.	Inorganic Chemistry (Practical).	Advanced.	Physiography.
Bangor	88	80	—	37	71	47	84	—	90	—	—	—	—	—	—	—	—	—	—	—	—
Borough Road	89	78	—	68	—	—	—	36	74	—	38	—	—	—	—	—	—	—	—	—	—
Chester	79	80	—	—	—	—	—	—	—	—	—	—	67	99	—	—	—	—	—	—	—
Culham	96	83	68	59	—	—	—	29	—	91	—	—	—	—	—	—	—	—	—	—	—
Durham	86	74	58	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hammersmith	67	60	70	—	—	—	—	—	—	—	—	—	—	—	—	—	—	66	—	51	—
Winchester	92	90	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

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(No. 6—*continued.*)

Tabulated Results of Examination, Midsummer 1900.

Percentage of Marks obtained in each Subject by Students taking that Subject.

STUDENTS OF THE SECOND YEAR.

MEN.

Training College.	Part I					Part II.											
	Teaching.	Reading and Recitation.	Theory of Teaching.	English Composition.	Music.	Drawing.	English Language.	Geography.	History.	Geometry.		Algebra and Mensuration.		Political Economy.	Latin.	Greek.	French.	Welsh.
					Theory.	Practical skill.				First Year Papers.	Second Year Papers.	First Year Papers.	Second Year Papers.					
Bangor	78	79	71	69	91	89	67	59	—	—	69	—	60	—	40	—	72	67
Battersea	78	81	78	83	88	89	75	62	—	—	54	—	56	66	56	73	71	—
Borough Road	75	74	85	82	90	88	78	64	—	—	58	47	56	71	45	—	70	—
Carmarthen	73	73	72	63	77	73	69	55	—	—	50	—	44	—	—	—	—	—
Chelsea	73	70	70	65	90	82	71	62	45	—	51	—	53	—	—	—	64	—
Cheltenham	73	80	73	82	87	88	70	66	63	48	53	46	58	—	—	—	70	—
Chester	71	75	74	77	88	88	72	67	60	37	57	38	55	—	52	—	62	59
Culham	78	74	79	84	89	86	67	66	—	—	50	—	40	66	—	—	56	—
Durham	78	82	73	70	81	76	73	63	58	48	46	37	47	—	—	—	—	—
Exeter	73	74	73	66	85	81	74	63	59	40	46	41	51	—	31	—	48	—
Hammersmith	77	85	58	65	79	81	74	62	—	31	46	30	43	—	—	—	81	—
Peterborough	73	70	71	81	82	90	77	62	—	45	71	50	68	—	—	—	—	—
Saltley	77	80	73	80	89	85	69	58	67	42	52	47	52	68	58	—	59	—
Westminster	76	73	71	85	87	88	75	65	—	—	71	—	57	71	53	—	69	—
Winchester	76	76	74	69	81	88	75	50	—	—	54	—	49	66	—	—	—	—
York	71	74	78	73	86	85	71	63	67	41	63	41	57	64	—	—	—	—

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(No. 6—*continued.*)

Tabulated Results of Examination, Midsummer, 1900.

Percentage of Marks obtained in each Subject by Students taking that Subject.

Students of the Second Year.

Men.

Training College.	PART II.—*continued.*																			
	Mathematics.	Theoretical Mechanics (Solids).		Theoretical Mechanics (Fluids).	Sound, Light, and Heat.	Sound.	Light.	Heat.	Magnetism and Electricity.		Inorganic Chemistry (Theoretical).			Inorganic Chemistry (Practical).			Human Physiology.	Physiography.		
	Advanced.	Advanced	Elementary.	Elementary.	Elementary.	Advanced.	Advanced.	Advanced.	Advanced.	Elementary.	Honours.	Advanced.	Elementary.	Honours.	Advanced.	Elementary.	Elementary.	Honours.	Advanced.	Elementary.
Bangor	—	48	58	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	63	60
Battersea	—	55	—	—	55	—	14	69	57	59	—	30	58	—	75	58	—	—	60	81
Borough Road	47	54	—	—	—	—	—	—	—	—	—	39	75	—	58	59	—	—	—	—
Carmarthen	—	27	49	89	50	—	—	—	—	—	—	—	—	—	—	—	—	—	42	—
Chelsea	56	43	—	—	65	—	—	89	75	—	—	49	60	37	50	80	—	—	63	72
Cheltenham	—	—	—	—	55	—	—	—	—	63	19	51	73	67	68	91	—	—	74	—
Chester	—	—	67	84	59	55	—	—	—	—	—	—	—	—	—	—	—	—	55	67
Culham	—	—	—	—	—	—	—	—	55	41	—	—	—	—	—	—	—	50	52	—
Durham	—	—	—	—	59	—	—	44	—	—	—	—	—	—	—	—	45	—	73	—
Exeter	—	—	—	—	—	—	—	—	52	59	—	—	—	—	—	—	—	—	53	—
Hammersmith	—	—	—	—	45	—	—	—	—	—	—	42	10	—	49	66	—	—	55	—
Peterborough	—	—	—	—	66	—	—	—	59	56	—	—	—	—	—	—	—	—	61	—
Saltley	—	—	—	—	—	—	—	—	60	78	—	—	—	—	—	—	—	—	52	—
Westminster	—	—	—	—	—	—	—	—	—	—	—	41	—	—	35	—	—	—	61	100
Winchester	—	62	85	—	59	—	—	—	—	—	—	—	—	—	—	—	—	—	63	—
York	—	—	—	—	—	54	—	—	74	—	—	—	—	—	—	—	—	—	69	70

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(No. 6 *-continued.*)

Tabulated Results of Examination, Midsummer, 1900.

Percentage of Marks obtained in each Subject by Students taking that Subject.

STUDENTS OF THE FIRST YEAR.

MEN.

Training College.	PART I.								PART II.							
	Reading and Repetition.	Spelling.	Penmanship.	Theory of Teaching.	Arithmetic.	English Composition.	Music.	Drawing.	English Language.	Geography.	History.	Geometry.	Algebra and Mensuration.	Latin.	French.	Welsh.
Bangor	67	97	82	59	72	65	96	77	68	67	57	63	65	33	65	85
Battersea	80	98	81	63	76	79	98	81	82	60	60	61	50	30	61	—
Borough Road	72	98	82	69	83	72	95	73	72	61	70	64	72	—	76	—
Carmarthen	73	96	79	62	68	70	94	77	54	62	55	56	60	32	59	—
Chelsea	68	98	79	64	74	65	96	77	70	64	64	48	54	—	62	—
Cheltenham	80	97	80	64	75	64	96	78	73	65	73	60	59	58	68	—
Chester	77	98	80	65	68	61	95	73	71	61	58	58	58	—	68	—
Culham	72	96	79	68	64	63	95	77	71	66	60	53	58	—	62	—
Durham	80	99	84	64	69	73	92	76	73	55	60	53	55	—	—	—
Exeter	72	95	79	60	57	66	95	70	68	64	59	49	56	58	47	—
Hammersmith	85	93	80	57	67	72	89	85	67	56	59	55	57	—	—	—
Peterborough	65	96	81	69	64	74	89	82	70	57	55	55	59	—	—	—
Saltley	78	99	83	66	71	74	95	72	74	55	67	58	58	44	67	—
Westminster	72	99	87	58	75	74	96	73	69	63	63	57	58	67	62	—
Winchester	76	97	87	67	70	67	95	82	67	60	74	63	61	—	—	—
York	71	99	92	68	73	78	98	78	60	63	57	61	57	67	—	—

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(No. 6—*continued.*)

Tabulated Results of Examination, Midsummer, 1900.

Percentage of Marks obtained in each Subject by Students taking that Subject.

STUDENTS OF THE FIRST YEAR.

MEN.

Training College.	PART II—*continued.*														
	Theoretical Mechanics (Solids).		Sound, Light, and Heat.	Sound.	Light.	Heat.	Magnetism and Electricity.		Inorganic Chemistry (Theoretical).		Inorganic Chemistry (Practical).		Human Physiology.	Physiography.	
	Advanced.	Elementary.	Elementary.	Advanced.	Advanced.	Advanced.	Advanced.	Elementary.	Advanced.	Elementary.	Advanced.	Elementary.	Elementary.	Advanced.	Elementary.
Bangor	—	63	—	—	—	—	—	—	—	—	—	—	—	—	75
Battersea	45	—	58	—	28	67	51	65	—	—	—	—	—	54	73
Borough Road	61	77	—	—	—	—	—	—	34	65	59	76	—	—	—
Carmarthen	—	56	—	—	—	—	—	—	—	—	—	—	—	46	63
Chelsea	29	70	—	19	—	—	—	—	43	66	56	79	—	55	58
Cheltenham	—	—	65	—	—	—	—	62	60	78	61	86	—	77	79
Chester	—	—	57	—	—	—	—	—	—	—	—	—	—	53	79
Culham	—	—	—	—	—	—	52	64	—	—	—	—	—	54	78
Durham	—	—	62	—	—	—	—	—	—	—	—	—	51	68	63
Exeter	—	—	—	—	—	—	32	54	—	—	—	—	—	46	68
Hammersmith	—	—	—	—	—	—	—	—	23	50	46	49	—	55	67
Peterborough	—	—	47	—	—	—	39	60	—	—	—	—	—	53	72
Saltley	—	—	—	—	—	—	—	63	—	—	—	—	—	53	73
Westminster	—	—	48	—	—	—	—	71	25	48	16	—	—	—	83
Winchester	—	71	65	—	—	38	—	—	—	—	—	—	—	—	82
York	—	—	55	54	—	—	47	64	—	—	—	—	—	—	78

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(No. 6—*continued.*)

Tabulated Results of Examination, Midsummer, 1900.

Percentage of Marks obtained in each Subject by Students taking that Subject.

STUDENTS OF THE THIRD YEAR.

WOMEN.

Training College.	PART I.			PART II.						
	Art of Teaching.	Theory of Teaching.	Drawing.	English.	Algebra.	Geometry.	Latin.	French.	Human Physiology. Elementary.	Physiography. Advanced.
Chichester	74	83	—	—	—	—	—	—	—	—
Darlington	90	72	—	—	—	—	—	—	—	—
Derby	75	60	—	—	—	—	—	—	—	—
Durham	88	68	61	—	—	—	—	—	—	—
Edge Hill	90	81	58	—	—	—	—	—	—	—
Liverpool	86	86	—	71	—	—	58	71	—	—
Stockwell	90	78	68	—	—	—	—	—	58	—
Whitelands	84	69	56	70	59	59	—	—	—	87

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(No. 6—*continued.*)

Tabulated Results of Examination, Midsummer, 1900.
Percentage of Marks obtained in each Subject by Students taking that Subject.

STUDENTS OF THE SECOND YEAR.

WOMEN.

Training College.	PART I.										PART II.							
	Teaching.	Reading and Repetition.	Theory of Teaching.	Arithmetic.	Algebra.	Composition.	Music.		Needlework.	Drawing.	English.	Geography.	History.	Domestic Economy.	Geometry.	Latin.	French.	German.
							Theory.	Practical Skill.										
Bangor (North Wales)	76	84	65	41	—	64	72	85	76	66	57	57	35	—	57	—	64	—
Bishop's Stortford	73	82	71	45	81	65	93	88	82	62	65	67	54	—	51	—	60	—
Brighton	74	83	73	55	86	75	92	95	86	70	64	57	53	79	58	4	75	—
Bristol	73	86	79	43	—	69	84	88	79	65	62	65	55	79	—	—	64	—
Cheltenham	74	77	77	47	—	76	84	84	83	69	62	72	53	79	56	—	60	—
Cheltenham (Ladies' College)	73	89	79	28	48	91	73	82	73	51	63	63	68	—	53	39	65	81
Chichester	86	87	69	41	—	67	82	85	85	69	60	61	56	—	46	—	38	—
Darlington	82	84	76	44	60	70	88	89	77	63	60	63	55	—	55	—	66	—
Derby	73	82	71	48	—	73	81	84	81	61	62	58	50	—	56	—	60	—
Durham	79	85	69	49	—	66	85	85	73	63	61	66	56	79	49	—	—	—
Edge Hill	80	78	79	52	79	72	91	87	80	75	65	71	56	83	62	31	65	—
Home and Colonial	81	80	77	51	65	73	91	85	80	72	64	60	53	78	48	—	53	—
Homerton (New)	70	77	76	57	70	70	87	87	78	66	68	70	67	79	60	—	—	—
Lincoln	74	82	79	47	56	71	86	95	81	73	52	63	42	—	42	—	51	—
Liverpool	80	86	76	40	70	71	80	88	86	69	66	58	44	79	62	44	52	—
Norwich	72	81	66	45	58	61	82	94	79	61	59	62	55	—	47	—	47	—
Oxford	81	90	78	46	—	63	95	95	83	72	66	61	58	79	—	—	67	—
Ripon	81	86	77	40	68	69	79	91	81	72	68	67	60	79	55	68	55	—
Saffron Walden	77	79	77	45	59	70	91	89	81	63	70	66	50	—	53	—	54	—
Salisbury	73	87	78	49	—	84	82	83	84	67	71	70	63	—	53	—	—	—
Southlands	74	83	77	61	—	72	89	86	78	65	67	63	57	—	60	—	53	—
Stockwell	80	87	76	56	71	82	82	91	84	68	74	73	62	—	56	65	69	35
Swansea	80	81	80	44	62	72	92	93	82	71	64	67	60	—	51	—	54	—
Tottenham	84	86	76	35	62	75	92	93	82	70	75	76	66	89	59	—	70	—
Truro	69	77	72	44	—	59	78	90	87	67	53	67	60	78	—	—	—	—
Wandsworth	80	81	73	49	—	62	81	82	81	76	64	66	43	71	54	—	50	72
Warrington	74	87	74	43	—	71	86	90	82	66	67	66	49	79	58	—	64	—
Whitelands	75	85	75	52	76	73	85	85	83	68	69	66	60	82	60	53	57	—

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(No. 6—*continued.*)

Tabulated Results of Examination, Midsummer, 1900.

Percentage of Marks obtained in each Subject by Students taking that subject.

STUDENTS OF THE SECOND YEAR.

WOMEN.

Training College.	PART II.—*continued.*																	
	Theoretical Mechanics, Fluids.	Sound, Light, and Heat.	Sound.	Magnetism and Electricity.	Inorganic Chemistry (Theoretical).		Inorganic Chemistry (Practical).		Human Physiology.		Botany.		Physiography.			Hygiene.	
	Elementary.	Elementary.	Advanced.	Elementary.	Advanced.	Elementary.	Advanced.	Elementary.	Advanced.	Elementary.	Advanced.	Elementary.	Honours.	Advanced.	Elementary.	Advanced.	Elementary.
Bangor	—	—	—	—	—	—	—	—	—	—	—	—	—	55	—	65	60
Bishop's Stortford	—	53	—	—	—	59	—	74	—	70	26	53	—	—	—	—	—
Brighton	—	—	—	—	—	—	—	—	—	—	63	—	—	65	—	68	—
Bristol	—	—	—	—	—	—	42	—	—	—	—	57	—	59	73	64	—
Cheltenham	—	66	—	—	30	—	—	—	—	—	41	49	—	55	60	—	—
Cheltenham (The Ladies' College)	—	—	—	—	—	—	—	—	61	—	—	74	—	—	—	—	—
Chichester	—	—	—	—	—	—	—	—	—	—	37	37	—	60	—	—	—
Darlington	—	—	—	—	—	—	—	—	—	—	—	—	58	52	64	—	—
Derby	—	—	—	—	—	—	—	—	—	—	—	—	—	52	63	61	—
Durham	—	—	—	—	—	—	—	—	—	—	44	69	—	49	60	—	62
Edge Hill	—	39	—	—	—	—	—	—	—	—	55	67	—	—	71	—	—
Home and Colonial	—	—	—	—	—	—	—	—	59	67	56	54	—	61	—	63	60
Homerton	54	63	56	—	—	—	—	—	—	—	—	—	—	62	—	67	—
Lincoln	—	54	—	—	—	—	—	—	—	—	—	64	—	52	—	—	—
Liverpool	—	—	—	—	—	—	—	—	—	—	46	68	—	45	—	—	66
Norwich	—	—	—	—	—	—	—	—	43	54	—	—	—	—	66	—	58
Oxford	—	—	—	—	—	—	—	—	—	—	—	—	—	52	—	55	61
Ripon	—	—	—	—	—	—	—	—	—	—	—	—	—	60	66	70	74
Saffron Walden	—	—	—	—	—	—	—	—	—	—	54	57	—	44	—	—	—
Salisbury	—	55	—	—	—	—	—	—	—	69	—	—	—	68	—	69	—
Southlands	—	—	—	—	—	—	—	—	—	—	47	—	—	63	—	—	—
Stockwell	—	—	—	—	—	—	—	—	72	58	—	—	—	63	—	—	—
Swansea	—	46	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Tottenham	—	64	—	—	—	—	—	—	54	—	—	—	—	61	61	81	62
Truro	—	56	—	—	—	—	—	—	—	—	59	50	—	53	—	—	—
Wandsworth	—	—	—	—	—	—	—	—	—	—	—	47	—	58	54	—	60
Warrington	—	55	—	—	—	—	—	—	—	58	—	—	—	62	59	62	67
Whitelands	—	—	—	—	—	—	—	—	—	—	—	70	—	58	66	63	55

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(No. 6—*continued.*)

Tabulated Results of Examination, Midsummer, 1900.

Percentage of Marks obtained in each Subject by Students taking that subject.

STUDENTS OF THE FIRST YEAR.

WOMEN.

Training College.	PART I									PART II.								
	Reading and Repetition.	Spelling.	Penmanship.	Theory of Teaching.	Arithmetic.	Composition.	Music.	Needlework.	Drawing.	English.	Geography.	History.	Domestic Economy.	Geometry.	Latin.	French.	German.	Welsh.
Bangor, N.W.	86	98	73	60	64	55	96	72	71	61	52	54	—	64	66	61	—	—
Bishop's Stortford	81	98	75	61	70	59	97	78	78	72	58	53	—	60	—	68	—	—
Brighton	83	97	81	66	73	70	98	83	76	66	63	56	—	76	46	74	—	—
Bristol	79	95	80	59	64	62	96	82	71	55	64	49	68	—	—	59	—	—
Cheltenham	79	98	73	66	75	68	95	73	79	73	66	55	73	49	—	59	—	—
Cheltenham (Ladies' College)	84	98	72	66	68	63	95	75	81	67	61	64	61	64	52	65	—	—
Chichester	82	96	74	60	70	62	98	77	82	67	60	49	—	54	59	56	—	—
Darlington	81	98	74	68	79	61	98	80	78	72	72	58	—	71	—	66	—	—
Derby	80	97	71	62	65	60	94	76	82	69	62	55	—	56	51	46	—	—
Durham	84	96	72	65	70	64	98	76	74	66	65	63	—	54	—	—	—	—
Edge Hill	75	99	76	72	82	72	98	87	80	78	64	67	76	71	26	74	—	—
Home and Colonial	79	96	73	66	70	67	97	77	79	64	62	57	75	66	—	54	—	—
Homerton (New)	77	98	76	70	78	66	96	77	76	69	61	65	76	72	—	—	—	—
Kennington	83	98	76	65	62	66	94	85	77	62	69	60	74	69	66	54	91	—
Lincoln	79	96	74	65	67	63	98	81	78	57	67	53	80	53	—	49	—	—
Liverpool	87	94	72	65	68	64	97	77	76	63	55	58	—	62	39	43	90	—
Norwich	79	93	74	60	67	64	95	73	82	59	68	59	—	49	—	43	—	—
Oxford	89	95	79	59	63	63	100	84	80	61	60	46	72	—	42	47	—	87
Ripon	86	98	80	67	69	93	94	80	76	65	58	53	—	50	—	44	—	—
Saffron Walden	78	92	81	68	71	66	95	72	78	58	62	60	—	64	—	61	—	—
Salisbury	89	96	75	69	61	63	96	84	80	64	70	53	—	48	—	—	—	—
Southlands	78	98	78	67	68	67	95	75	78	65	66	57	—	68	—	50	—	—
Stockwell	82	98	75	70	79	68	94	85	82	69	73	63	—	70	45	68	—	—
Swansea	80	95	81	70	68	52	96	84	74	63	65	51	—	54	—	55	—	—
Tottenham	81	99	73	70	76	68	98	81	78	77	66	66	—	70	60	78	—	—
Truro	77	94	75	59	61	63	95	86	74	62	53	46	75	—	—	—	—	—
Wandsworth	80	94	72	65	57	52	97	74	79	55	60	33	65	63	—	45	66	—
Warrington	79	97	79	63	68	63	94	83	85	63	59	61	71	62	—	67	—	—
Whitelands	83	98	75	68	75	64	98	86	77	68	62	62	84	74	—	55	—	—

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(No. 6—*continued.*)

Tabulated Results of Examination, Midsummer, 1900.

Percentage of Marks obtained in each Subject by Students taking that Subject.

STUDENTS OF THE FIRST YEAR.

WOMEN.

Training College.	PART II—*continued.*																
	Theoretical Mechanics (Fluids).	Sound, Light, and Heat.	Sound.	Magnetism and Electricity.	Inorganic Chemistry (Theoretical).		Inorganic Chemistry (Practical).	Human Physiology.		Botany.		Physiography.			Hygiene.	
	Elementary.	Elementary.	Advanced.	Elementary.	Advanced.	Elementary.	Elementary.	Advanced.	Elementary.	Advanced.	Elementary.	Honours, Part I.	Advanced.	Elementary.	Advanced.	Elementary.
Bangor	—	—	—	—	—	—	—	—	—	—	—	—	—	65	72	61
Bishop's Stortford	—	—	—	—	—	—	—	62	57	66	44	—	—	70	—	61
Brighton	—	—	—	—	—	—	—	—	—	—	57	—	—	81	—	62
Bristol	—	—	—	—	—	—	—	—	—	—	—	—	50	67	—	—
Cheltenham	—	63	—	—	—	76	—	—	—	—	—	—	—	72	—	—
Cheltenham (The Ladies' College)	—	—	—	—	—	—	—	—	—	—	—	—	—	73	—	51
Chichester	—	—	—	—	—	—	—	—	—	—	56	—	—	50	—	57
Darlington	—	—	—	—	—	81	—	—	—	—	—	50	62	88	—	—
Derby	—	64	—	—	—	—	—	—	—	—	—	—	—	76	—	61
Durham	—	—	—	—	—	—	—	—	—	46	78	—	58	73	—	—
Edge Hill	—	62	—	—	—	—	—	—	—	—	61	—	—	59	—	—
Home and Colonial	—	—	—	—	—	—	—	58	66	50	56	—	—	82	—	—
Homerton	69	57	58	—	—	—	—	—	—	—	—	—	60	66	51	62
Kennington	—	—	—	—	—	—	—	—	—	—	—	—	—	—	81	60
Lincoln	—	49	—	—	—	—	—	—	—	—	—	—	53	71	—	—
Liverpool	—	—	—	—	—	—	—	—	—	—	74	—	42	68	—	—
Norwich	—	—	—	—	—	—	—	19	39	—	—	—	—	64	—	60
Oxford	—	—	—	—	—	—	—	—	—	—	—	—	—	68	—	58
Ripon	—	—	—	—	—	—	—	—	—	—	—	—	—	71	79	71
Saffron Walden	—	—	—	—	—	—	—	—	—	—	58	—	61	76	—	—
Salisbury	—	—	—	—	—	77	—	—	—	—	—	—	49	65	—	60
Southlands	—	—	—	—	—	—	—	—	—	—	61	—	61	71	—	—
Stockwell	—	—	—	—	—	—	—	—	62	—	—	—	59	—	—	—
Swansea	—	—	—	—	—	—	—	—	—	—	—	—	52	74	—	—
Tottenham	—	—	—	—	—	—	—	—	63	—	—	—	60	66	69	60
Truro	—	—	—	—	—	—	—	—	—	—	48	—	39	74	—	—
Wandsworth	—	65	—	—	—	—	—	—	—	—	—	—	—	59	—	67
Warrington	—	—	—	—	—	—	—	—	62	—	—	—	—	69	—	65
Whitelands	—	—	—	—	—	—	—	—	—	—	72	—	49	55	62	67

N.B.—Students taking University Examinations and excused thereby from Part II. of the Syllabus are not included in the results of Part II. here tabulated. For the number of such students in each college *see* Table 5B.

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(No. 61A.)

Tabulated Results of Examination, Midsummer, 1900.
Number taking the various subjects of Part II.

STUDENTS OF THE SECOND YEAR.
MEN.

Training College.	Grammar.	Geography.	History.	Geometry.		Algebra and Mensuration.		Political Economy.	One Language.	Two Languages.	One Science.	Two Sciences.
				2nd Year Papers.	1st Year Papers.	2nd Year Papers.	1st Year Papers.					
Bangor	29	—	—	29	—	29	—	—	19	—	19	10
Battersea	49	—	—	49	—	49	1	11	15	8	21	23
Borough Road	34	—	—	33	1	33	1	14	23	9	11	8
Carmarthen	33	—	—	33	—	33	—	—	—	—	1	32
Chelsea	37	1	1	37	—	37	—	1	22	—	21	14
Cheltenham	39	11	11	38	11	28	11	—	3	—	3	25
Chester	54	4	4	51	3	51	3	—	4	2	4	44
Culham	44	—	—	44	—	44	—	15	10	—	21	20
Durham	30	20	20	18	12	18	12	—	—	—	—	11
Exeter	35	6	4	28	7	28	7	—	9	—	9	22
Hammersmith	13	—	—	12	1	12	1	—	2	—	2	13
Peterborough	25	—	—	10	15	10	15	—	—	—	—	25
Saltley	49	2	2	30	19	30	19	37	12	4	41	2
Westminster	57	—	—	57	—	57	—	27	26	11	35	2
Winchester	29	—	—	29	1	29	—	29	—	—	29	—
York	34	3	3	20	14	20	14	19	1	—	19	12

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(No. 6A—*continued.*)

Tabulated results of Examination, Midsummer, 1900.

Number taking the various subjects of Part II.

STUDENTS OF THE FIRST YEAR.

MEN.

TRAINING COLLEGE.	Grammar.	Geography.	History.	Geometry.	Algebra and Mensuration.	One Language.	Two Languages.	One Science.	Two Sciences.
Bangor	29	30	29	29	29	26	2	26	—
Battersea	21	41	19	19	19	14	—	14	5
Borough Road	22	38	15	17	17	15	—	10	9
Carmarthen	29	29	29	29	29	13	—	13	16
Chelsea	22	20	22	20	20	7	—	7	13
Cheltenham	31	50	25	29	29	9	—	6	25
Chester	49	50	49	49	49	6	—	6	43
Culham	45	42	45	45	45	20	—	17	28
Durham	24	38	24	34	34	—	—	—	24
Exeter	49	49	49	49	49	17	—	18	31
Hammersmith	21	22	21	21	21	—	—	—	22
Peterborough	25	25	25	25	25	—	—	—	25
Saltley	40	40	40	40	40	21	—	21	18
Westminster	47	51	47	47	47	44	3	46	1
Winchester	19	23	19	19	19	—	—	—	19
York	39	39	39	39	39	1	—	1	38

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(No. 6A—*continued.*)

Tabulated Results of Examination, Midsummer, 1900.
Number taking the Various Subjects of PART II.

STUDENTS OF THE SECOND YEAR.

WOMEN.

TRAINING COLLEGE.	English.	Geography.	History.	Domestic Economy.	Geometry.	One Language.	Two Languages.	One Science.	Two Sciences.
Bangor, N.W.	33	33	33	—	33	22	—	22	11
Bishop's Stortford	33	33	33	—	33	14	—	14	19
Brighton	31	31	31	4	27	—	1	—	30
Bristol	39	39	39	39	—	39	—	39	—
Cheltenham	37	37	37	27	10	10	—	10	28
Cheltenham (Ladies' College)	6	6	5	1	5	—	4	—	1
Chichester	25	25	25	—	25	25	—	25	—
Darlington	34	34	34	—	34	34	—	34	—
Derby	41	41	41	—	41	41	—	41	—
Durham	37	37	37	15	22	—	6	1	36
Edge Hill	48	48	48	10	38	42	—	42	6
Home and Colonial	78	78	78	21	57	24	—	25	54
Homerton	68	68	68	33	35	—	—	1	67
Lincoln	26	26	26	—	26	23	—	24	2
Liverpool	51	50	51	22	29	43	8	44	15
Norwich	31	31	31	—	31	16	—	16	1
Oxford	18	18	18	18	—	12	—	16	2
Ripon	44	46	44	12	32	21	1	22	22
Saffron Walden	29	29	29	1	29	29	—	29	42
Salisbury	45	45	45	—	45	—	—	—	—
Southlands	47	47	47	—	47	47	—	47	—
Stockwell	53	53	53	—	53	35	18	35	—
Swansea	41	41	41	—	41	41	—	41	—
Tottenham	49	49	40	6	43	40	—	40	9
Truro	22	22	22	22	—	—	—	—	22
Wandsworth	43	43	43	24	19	37	—	36	6
Warrington	59	59	59	13	46	14	—	14	45
Whitelands	80	80	80	51	29	75	5	75	—

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No. 6A—*continued*)

Tabulated Result of Examination, Midsummer, 1990.

Number taking the various Subjects of Part II.

STUDENTS OF THE FIRST YEAR.

WOMEN.

Training College.	Grammar.	Geography.	History.	Domestic Economy.	Geometry.	One Language.	Two Languages.	One Science.	Two Sciences.
Bangor (North Wales)	44	43	43	—	44	43	1	43	1
Bishop's Stortford	34	34	34	—	34	19	—	19	15
Brighton	30	30	29	—	30	5	3	4	23
Bristol	37	37	37	37	—	37	—	38	—
Cheltenham	34	36	34	14	20	18	—	17	17
Cheltenham (Ladies' College)	9	9	9	1	8	3	6	3	—
Chichester	41	39	41	—	41	24	2	22	17
Darlington	31	39	31	—	39	31	—	31	—
Derby	42	42	42	—	42	41	1	42	—
Durham	35	40	35	—	35	—	—	—	35
Edge Hill	44	43	43	8	36	39	5	41	—
Home and Colonial	71	79	71	8	63	34	—	35	37
Homerton (New)	70	70	70	28	42	—	—	—	70
Kennington	31	31	31	29	2	29	2	29	—
Lincoln	28	28	28	2	26	19	—	19	9
Liverpool	54	47	53	—	54	27	27	35	—
Norwich	35	35	35	—	35	31	—	31	4
Oxford	19	19	19	19	—	16	—	19	—
Ripon	49	49	49	—	49	39	—	39	10
Saffron Walden	29	29	29	—	29	29	—	29	—
Salisbury	49	49	49	—	49	—	—	—	49
Southlands	53	53	53	—	53	53	—	53	—
Stockwell	71	73	71	—	71	37	34	37	—
Swansea	41	41	41	—	41	41	—	41	—
Tottenham	42	51	42	—	42	28	6	29	7
Truro	18	18	18	18	—	—	—	—	18
Wandsworth	54	54	54	27	27	54	—	54	—
Warrington	68	68	68	13	55	21	—	20	47
Whitelands	77	82	77	56	21	77	—	77	—

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6B.

Tabulated Results of Examination, Midsummer, 1900.

TABLE showing number of Papers in LANGUAGES and SCIENCES taken by STUDENTS in TRAINING COLLEGES.

		Latin.	Greek.	French.	German.	Welsh.	Hebrew.	Mathematics.	Theoretical Mechanics. (a.) Solids.	Theoretical Mechanics. (b.) Fluids.	Sound, Light, and Heat. Sound, Light and Heat.	Sound, Light, and Heat. (a.) Sound.	Sound, Light, and Heat. (b.) Light.	Sound, Light, and Heat. (c.) Heat.	Magnetism and Electricity.	Inorganic Chemistry. Theoretical.	Inorganic Chemistry. Practical.	Human Physiology.	Botany.	Physiography.	Hygiene.
Men	2nd year	41	1	144	—	4	—	7	110	4	65	53	2	8	136	126	125	1	—	48	—
Men	1st year	20	—	176	—	5	—	—	96	—	161	5	1	2	193	142	118	4	—	337	—
Women	2nd year	30	—	727	14	—	—	—	—	30	155	16	—	—	—	16	14	137	285	547	321
Women	1st year	89	—	876	8	1	—	—	—	14	93	7	—	—	—	69	—	108	220	659	380

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(No. 7.)

Summary of Results of Examination of Students in Day Training Colleges at Midsummer, 1900.

Men.

Training College.	Third Year.											Second Year.										First Year.									
	Number presented for Examination.	Passed.						Failed.		Examination Incomplete or Deferred.		Number presented for Examination.	Passed.						Failed.		Examination Incomplete or Deferred.	Number presented for Examination.	Passed.						Failed.		Examination Incomplete or Deferred.	
		1st Division.		2nd Division.		3rd Division.							1st Division.		2nd Division.		3rd Division.						1st Division.		2nd Division.		3rd Division.				
		Part I.	Part II.	Part I.	Part II.	Part I.	Part II.	Part I.	Part II.	Part I.	Part II.		Part I.	Part II.	Part I.	Part II.	Part I.	Part II.	Part I.	Part II.	Part I.	Part II.		Part I.	Part II.	Part I.	Part II.	Part I.	Part II.	Part I.	Part II.	Part I.	Part II.
Aberystwith	6	5	5	—	1	—	—	—	—	1	—	20	12	16	8	4	—	—	—	—	—	—	30	17	26	13		—	—	—	—	—	—
Bangor	3	—	—	3	3	—	—	—	—	—	—	22	4	12	15	6	3	4	—	—	—	—	22	2	14	12	6	8	2	—	—	—	—
Birmingham	1	—	—	1	1	—	—	—	—	—	—	12	5	6	6	5	1	1	—	—	—	—	18	6	12	10	6	2	—	—	—	—	—
Cambridge	12	6	7	4	—	1	—	—	1	1*	4	8	4	5	3	—	1	—	—	1	—	2	5	4	4	1	—	—	—	—	—	—	1
Cardiff	4	1	2	3	2	—	—	—	—	—	—	28	11	15	15	9	2	4	—	—	—	—	31	13	23	15	4	3	3	—	1	—	—
Leeds	8	4	6	3	1	—	—	1	1	—	—	16	6	5	9	3	1	—	—	—	—	8	12	11	11	1	—	—	—	—	—	—	1*
Liverpool	11	3	10	7	—	1	1	—	—	—	—	13	8	9	4	3	1	—	—	1	—	—	14	7	14	6	—	1	—	—	—	—	—
London, King's College	1	1	1	—	—	—	—	—	—	—	—	21	6	9	13	8	2	4	—	—	—	—	18	7	12	9	3	2	3	—	—	—	—
Manchester	12	2	10	10	—	—	—	—	2	—	—	20	15	14	4	2	1	—	—	2	—	2	24	15	23	9	—	—	—	—	—	—	1*
Newcastle	6	4	6	2	—	—	—	—	—	—	—	26	14	17	12	7	—	2	—	—	—	—	23	22	20	1	3	—	—	—	—	—	—
Nottingham	2	1	—	1	2	—	—	—	—	—	—	21	16	14	5	6	—	1	—	—	—	—	18	15	14	3	4	—	—	—	—	—	—
Oxford	5	—	2	2	—	—	—	—	—	{1 / 2*}	{2 / 1*}	13	4	12	7	1	1	—	—	—	1†	—	9	5	8	3	—	—	—	—	—	1†	1
Reading	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	5	2	2	3	1	—	2	—	—	—	—
Sheffield	1	1	—	—	1	—	—	—	—	—	—	7	4	4	3	3	—	—	—	—	—	—	7	5	2	2	5	—	—	—	—	—	—
Southampton	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	4	—	4	2	—	2	—	—	—	—	—
Total	72	28	49	36	11	2	1	1	4	5	7	227	109	138	104	57	13	16	—	4	1	12	240	131	189	90	36	18	10	—	1	1	4

* Examination excused.

† Passed, but not classed.

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(No. 7—*continued.*)

Summary of Results of Examination of Students in Day Training Colleges at Midsummer, 1900.

Women.

Training College.	Third Year.											Second Year.											First Year.										
	Number presented for Examination.	Passed.						Failed.		Examination Incomplete or Deferred.		Number presented for Examination.	Passed.						Failed.		Examination Incomplete or Deferred.		Number presented for Examination.	Passed.						Failed.		Examination Incomplete or Deferred.	
		1st Division.		2nd Division.		3rd Division.							1st Division.		2nd Division.		3rd Division.							1st Division.		2nd Division.		3rd Division.					
		Part I.	Part II.	Part I.	Part II.	Part I.	Part II.	Part I.	Part II.	Part I.	Part II.		Part I.	Part II.	Part I.	Part II.	Part I.	Part II.	Part I.	Part II.	Part I.	Part II.		Part I.	Part II.	Part I.	Part II.	Part I.	Part II.	Part I.	Part II.	Part I.	Part II.
Aberystwith	6	3	5	3	1	—	—	—	—	—	—	29	14	20	12	9	3	—	—	—	—	—	31	25	25	6	6	—	—	—	—	—	—
Bangor	3	2	2	1	1	—	—	—	—	—	—	25	10	16	10	8	5	1	—	—	—	—	22	4	15	18	6	—	1	—	—	—	—
Birmingham	1	1	1	—	—	—	—	—	—	—	—	46	29	35	17	8	—	3	—	—	—	—	42	30	29	11	12	1	1	—	—	—	—
Bristol	—	—	—	—	—	—	—	—	—	—	—	31	19	23	12	5	—	2	—	1	—	—	35	27	26	8	9	—	—	—	—	—	—
Cardiff	3	2	2	1	1	—	—	—	—	—	—	28	5	18	21	9	2	1	—	—	—	—	31	16	14	13	14	2	3	—	—	—	—
Leeds	5	4	4	1	1	—	—	—	—	—	—	24	14	11	10	11	—	—	—	—	—	2	27	25	13	2	3	—	2	—	—	—	4*
Manchester	3	3	6	5	2	—	—	—	—	—	—	21	14	16	7	4	—	—	—	—	—	1*	21	15	18	6	3	—	—	—	—	—	—
Newcastle	3	3	2	—	—	—	—	—	—	—	1*	28	19	20	9	6	—	2	—	—	—	—	24	18	18	6	6	—	—	—	—	—	—
Nottingham	1	1	-	—	1	—	—	—	—	—	—	27	19	21	8	5	—	1	—	—	—	—	30	23	21	7	8	—	1	—	—	—	—
Reading	—	—	—	-	—	—	—	—	—	—	—	4	2	2	1	—	1	2	—	—	—	—	31	15	2	14	4	2	18	—	7	—	—
Sheffield	—	—	—	—	—	—	—	—	—	—	—	13	8	7	5	5	—	1	—	—	—	—	21	16	13	5	6	—	2	—	—	—	—
Southampton	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	27	3	17	22	8	2	2	—	—	—	—
Total	30	19	22	11	7	—	—	—	—	—	1	276	155	189	112	70	11	13	—	1	—	3	342	217	211	118	90	7	30	—	7	—	4

* Examination excused.

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(No. 7A.)

TABULATED RESULTS of EXAMINATION of STUDENTS in DAY TRAINING COLLEGES at MIDSUMMER 1900.

Percentage of Marks obtained in each Subject of Part I.

MEN.

TRAINING COLLEGE.	STUDENTS OF THE THIRD YEAR.			STUDENTS OF THE SECOND YEAR.							STUDENTS OF THE FIRST YEAR.							
	Teaching (Practical Skill).	Art, Theory and History of Teaching.	Drawing.	Teaching.	Reading and Repetition.	Theory of Teaching.	Composition.	Music. Theory.	Music. Practical Skill.	Drawing.	Reading and Repetition.	Spelling.	Penmanship.	Theory of Teaching.	Arithmetic.	Composition.	Music.	Drawing.
Aberystwith	80	77	69	77	81	60	74	85	91	68	79	99	79	56	73	57	95	81
Bangor	78	49	—	70	77	55	59	88	92	69	73	91	78	56	49	41	90	74
Birmingham	75	47	—	75	78	57	69	87	91	62	73	100	72	50	70	63	90	72
Cambridge	80	70	55	62	62	50	81	77	86	65	78	100	80	61	77	73	96	75
Cardiff	73	68	50	71	78	63	67	77	76	68	77	90	75	60	63	50	91	74
Leeds	79	69	67	74	77	62	74	87	74	77	78	100	67	56	87	56	97	85
Liverpool	77	65	—	77	83	69	74	89	83	76	67	98	71	60	71	68	93	74
London, King's College	83	90	—	75	75	57	71	82	73	72	74	98	71	59	71	57	92	81
Manchester	83	57	60	80	82	69	71	87	78	74	77	96	77	55	77	51	93	80
Newcastle	88	71	75	81	84	60	66	84	82	69	81	100	81	61	84	61	95	74
Nottingham	85	68	75	76	82	57	71	96	94	74	79	99	83	60	81	48	92	84
Oxford	76	52	75	78	65	64	81	84	85	77	74	97	87	59	83	63	97	67
Reading	—	—	—	—	—	—	—	—	—	—	76	98	86	62	74	43	80	83
Sheffield	75	77	85	80	74	70	63	86	74	60	78	96	84	59	78	50	97	73
Southampton	—	—	—	—	—	—	—	—	—	—	67	95	77	46	54	47	94	77

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(No. 7A—*continued.*)

TABULATED RESULTS of EXAMINATION of STUDENTS in DAY TRAINING COLLEGES at MIDSUMMER, 1900.

Percentage of Marks obtained in each Subject of Part I.

WOMEN.

TRAINING COLLEGE.	STUDENTS OF THE THIRD YEAR.			STUDENTS OF THE SECOND YEAR.										STUDENTS OF THE FIRST YEAR.								
	Teaching	Art, Theory and History of Teaching.	Drawing.	Teaching.	Reading and Repetition.	Theory of Teaching.	Composition.	Needlework.	Music. Theory.	Music. Practical Skill.	Arithmetic.	Algebra.	Drawing.	Reading and Repetition.	Spelling.	Penmanship.	Arithmetic.	Music.	Needlework.	Theory of Teaching.	Composition.	Drawing.
Aberystwith	85	72	—	78	83	71	67	74	75	79	44	75	68	83	98	80	76	94	78	59	74	76
Bangor	85	71	—	71	78	68	59	80	82	82	40	88	70	72	94	82	69	94	79	54	48	74
Birmingham	87	87	—	82	88	73	71	77	94	82	50	63	62	85	97	75	74	95	74	61	63	72
Bristol	—	—	—	70	79	75	77	82	88	92	40	68	69	78	97	76	79	97	79	57	64	78
Cardiff	74	70	65	71	77	67	59	77	73	75	42	—	62	79	92	76	70	90	73	61	59	71
Leeds	85	83	—	78	80	73	67	84	80	71	43	75	70	77	99	70	81	97	79	75	63	79
Manchester	82	69	—	81	84	76	74	74	82	71	37	71	74	81	95	76	76	91	81	61	64	74
Newcastle	90	79	—	79	80	74	66	82	79	86	58	—	65	81	97	72	72	93	79	63	63	75
Nottingham	88	63	80	77	80	76	65	84	95	87	54	—	76	80	99	67	66	94	83	63	64	78
Reading	—	—	—	78	83	78	77	74	63	35	40	—	78	75	95	72	56	93	83	61	49	80
Sheffield	—	—	—	75	83	75	71	81	91	72	60	—	64	78	98	79	69	93	78	63	67	74
Southampton	—	—	—	—	—	—	—	—	—	—	—	—	—	78	94	70	57	90	74	66	53	70

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(No. 8).

TABLE showing the NUMBER of STUDENTS EXAMINED, and the PAYMENTS on RESULTS for SCIENCE and ART, 1900.

Training College.	Science.		Art		Total Amount of Grants.
	No. of Students examined.	Amount of Grant.	No. of Students examined.	Amount of Grant.	
ENGLAND AND WALES.		£ s. d.		£ s. d.	£ s. d.
Aberystwyth (Day Training College)	36	38 0 0	119	46 12 6	84 12 6
Bangor (Normal College)	57	109 10 0	50	20 5 0	129 15 0
" (North Wales Training College)	77	129 0 0	52	19 0 0	148 0 0
" (Day Training College)	92	62 0 0	93	32 17 6	94 17 6
Birmingham (Day Training College) (Female).	85	132 10 0	—	—	132 10 0
Bishop's Stortford	67	134 0 0	37	19 17 6	153 17 6
Brighton	58	186 10 0	29	10 17 6	197 7 6
Bristol (Diocesan)	77	94 10 0	74	29 5 0	123 15 0
" (Day Training College)	26	16 0 0	41	21 7 6	37 7 6
Cambridge (Homerton New Training College).	143	481 10 0	84	49 15 0	531 5 0
Cardiff (Day Training College)	45	20 0 0	108	43 0 0	63 0 0
Carmarthen	62	71 0 0	54	22 15 0	93 15 0
Cheltenham (Male)	98	583 0 0	88	47 17 6	580 17 6
" (Female)	72	173 10 0	78	41 10 0	215 0 0
" The Ladies' College	4	7 10 0	17	3 17 6	11 7 6
Chester	104	276 0 0	84	27 17 6	303 17 6
Chichester	67	76 10 0	67	27 15 0	104 5 0
Culham	89	209 10 0	45	25 5 0	234 15 0
Darlington	66	114 0 0	80	32 12 6	146 12 6
Derby	83	186 10 0	70	19 2 6	155 12 6
Durham (Male)	45	118 10 0	65	25 7 6	143 17 6
" (Female)	72	210 10 0	84	18 7 6	228 17 6
Edge Hill (Liverpool)	89	144 10 0	100	55 12 6	200 2 6
Exeter	84	181 0 0	77	29 0 0	210 0 0
Leeds (Day Training College)	19	1 0 0	86	38 7 6	39 7 6
Lincoln	54	88 10 0	51	31 7 6	119 17 6
Liverpool (Roman Catholic)	80	113 10 0	106	36 0 0	149 10 0
" (Day Training College)	24	34 10 0	26	7 2 6	41 12 6
Metropolitan :—					
Battersea (St. John's)	100	200 10 0	68	37 10 0	238 0 0
" (Southlands)	100	163 10 0	90	42 5 0	205 15 0
Chelsea (St. Mark's)	100	335 10 0	87	46 7 6	381 17 6
" (Whitelands)	164	254 0 0	178	68 10 0	322 10 0
Gray's Inn Road (Home and Colonial)	151	392 0 0	142	78 7 6	470 7 6
Hammersmith	39	134 0 0	36	27 5 0	161 5 0
Isleworth (Borough Road)	110	230 10 0	91	45 12 6	276 2 6
Kennington (St. Gabriel's)	31	45 10 0	31	7 17 6	53 7 6
Stockwell	75	121 0 0	180	63 0 0	184 0 0
Strand (Day Training College)	21	6 0 0	27	13 15 0	19 15 0
Tottenham	86	210 0 0	82	39 12 6	249 12 6
Wandsworth	97	138 10 0	98	35 12 6	174 2 6
Westminster	109	120 0 0	103	44 15 0	164 15 0
Newcastle-on-Tyne (Day Training College)	82	141 10 0	82	26 2 6	167 12 6
Norwich	67	87 0 0	64	20 15 0	107 15 0
Nottingham (Day Training College)	64	122 0 0	78	40 7 6	162 7 6
Oxford	36	46 0 0	31	13 17 6	59 17 6
Peterborough	50	154 0 0	41	28 7 6	182 7 6
Reading (Day Training College)	39	20 0 0	38	29 17 6	49 17 6
Ripon	93	207 0 0	74	31 0 0	238 0 0

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EXAMINATION OF TRAINING COLLEGES—*continued.*

Training College.	Science.		Art.		Total Amount of Grants.
	No. of Students examined.	Amount of Grant.	No. of Students examined.	Amount of Grant.	
		£ s. d.		£ s. d.	£ s. d.
Saffron Walden	58	53 0 0	60	18 7 6	71 7 6
Salisbury	94	289 10 0	85	28 2 6	317 12 6
Saltley	100	183 0 0	88	32 5 0	215 5 0
Sheffield (Day Training College)	17	3 0 0	52	15 7 6	18 7 6
Swansea	83	82 0 0	62	28 17 6	110 17 6
Truro	40	91 0 0	22	9 0 0	100 0 0
Warrington	127	327 0 0	125	41 17 6	368 17 6
Winchester	58	168 0 0	30	23 17 6	191 17 6
York	75	184 0 0	58	27 0 0	211 0 0
IRELAND.					
Dublin Marino, Clontarf, Christian Brothers' Noviciate.	33	50 6 7*	33	34 10 0	84 16 7
Waterford (De La Salle)	149	491 6 11*	145	85 17 6	577 4 5
Totals for 1900	4,323	8,943 13 6	4,251	1,868 15 0	10,812 8 6
„ 1899	4,199	9,022 15 10	3,843	1,759 17 6	10,782 13 4
„ 1898	4,031	8,948 10 0	3,932	1,449 7 6	10,397 17 6
„ 1897	4,836	11,677 0 0	4,576	1,780 10 0	13,457 10 0
„ 1896	4,751	10,666 10 0	4,759	2,431 0 0	13,097 10 0
„ 1895	4,084	7,234 0 0	4,738	2,570 7 6	9,804 7 6
„ 1894	4,805	10,247 16 10	4,484	2,658 10 0	12,906 6 10
„ 1893	4,397	7,934 0 0	4,145	2,318 10 0	10,252 10 0
„ 1892	4,114	6,150 0 0	4,016	2,236 10 0	8,386 10 0
„ 1891	3,766	5,572 10 0	3,692	2,151 19 0	7,724 9 0

* Attendance Grants.

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(No. 9.)

GENERAL STATISTICS OF EXAMINATIONS IN SCIENCE IN 1899 AND 1900.

——	1899.	1900.
Colleges examined	56*	59*
Classes „	246*	291*
Individuals „	4,199*	4,323*
Papers worked in:		
Subject.		
I. Practical Plane and Solid Geometry (Elementary Stage)	1,970	1,701
V. Mathematics	14	23
VIA. Theoretical Mechanics (Solids)	411	331
VIB. „ „ (Fluids)	5	55
VIII. Sound, Light, and Heat (Elementary Stage)	363	550
VIIIA. Sound (Advanced Stage and Honours)	130	117
VIIIB. Light „ „ „	4	4
VIIIC. Heat „ „ „	41	22
IX. Magnetism and Electricity	323	372
X. Inorganic Chemistry	415	403
X. „ „ (Practical)	239	286
XIV. Human Physiology	279	294
XVII. Botany	590	665
XXIII. Physiography	3,441	3,119
XXIV. Principles of Agriculture	26	25
XXV. Hygiene	823	1,146
	9,074	9,113
Papers in the Elementary Stage	6,033	5,754
1st Class	3,745	3,600
2nd „	1,546	1,618
Failures	742	536
Papers in the Advanced Stage	3,032	3,341
1st Class successes	872	752
2nd „ „	1,830	2,159
Failures	330	430
Papers in Honours	9	18
Passes (Part I.)	1	8
Failures „	8	10
Total Papers worked	9,074	9,113
„ Successes	7,994	8,137
„ Failures	1,080	976

* These figures do not include statistics relating to Training Colleges in Scotland.

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(No. 9A.)

Details of Successes and Failures in each Stage of each Subject in 1899 and 1900.

The figures in italics relate to the previous year, 1899.

Subjects.	Advanced Stage.				Elementary Stage.			
	1st Class.	2nd Class.	Failures.	Total.	1st Class.	2nd Class.	Failures.	Total.
I. Practical Plane and Solid Geometry (Elementary Stage)	—	—	—	—	974	438	289	1,701
	—	—	—	—	*780*	*628*	*562*	*1,970*
V. Mathematics	See following Table.							
VIA. Theoretical Mechanics (Solids)	23	81	46	150	108	54	19	181
	9	*83*	*76*	*168*	*172*	*58*	*13*	*243*
VIB. Theoretical Mechanics (Fluids)	—	1	—	1	30	20	4	54
	—	—	—	—	*2*	—	—	*2*
VIII. Sound, Light, and Heat (Elementary Stage)	—	—	—	—	282	229	39	550
	—	—	—	—	*270*	*77*	*16*	*363*
VIIIA. Sound (Advanced Stage)	14	95	8	117	—	—	—	—
	11	*112*	*6*	*129*	—	—	—	—
VIIIB. Light (Advanced Stage)	—	—	4	4	—	—	—	—
	1	*1*	*2*	*4*	—	—	—	—
VIIIC. Heat (Advanced Stage)	4	13	3	20	—	—	—	—
	8	*19*	*13*	*40*	—	—	—	—
IX. Magnetism and Electricity	36	66	21	123	159	78	11	248
	15	*51*	*14*	*80*	*116*	*91*	*36*	*243*
X. Inorganic Chemistry	19	89	24	132	173	70	24	267
	40	*96*	*12*	*147*	*207*	*43*	*14*	*264*	
X. (Practical)	16	66	31	113	95	49	26	170
	20	*44*	*17*	*81*	*68*	*70*	*20*	*158*
XIV. Human Physiology	31	60	7	98	118	66	12	196
	19	*64*	*11*	*94*	*89*	*85*	*11*	*185*
XVII. Botany	18	154	29	201	203	185	76	464
	21	*128*	*17*	*166*	*199*	*170*	*55*	*424*
XXIII. Physiography	452	1,267	252	1,971	917	187	36	1,140
	655	*1,024*	*146*	*1,825*	*1,422*	*179*	*15*	*1,616*
XXIV. Principles of Agriculture	3	9	—	12	10	3	—	13
	8	*6*	—	*14*	*9*	*3*	—	*12*
XXV. Hygiene	132	243	1	376	531	239	—	770
	65	*197*	*8*	*270*	*411*	*142*	—	*553*
TOTAL	748	2,144	426	3,318	3,600	1,618	526	5,754
	872	*1,824*	*322*	*3,018*	*3,745*	*1,546*	*742*	*6,033*

Subject.	Stages.	1st Class.	2nd Class.	Failures.	Total.
Mathematics	2	1	4	—	5
		—	*4*	*1*	*5*
	3	—	—	—	—
		—	—	*1*	*1*
	4	—	—	2	2
		—	—	*2*	*2*
	5	3	11	2	16
		—	*1*	*1*	*2*
	6	—	—	—	—
		—	*1*	*3*	*4*
	7	—	—	—	—
		—	—	—	—
TOTAL		4	15	4	23
		—	*6*	*8*	*14*

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(No. 9 B.)

PER-CENTAGES OF SUCCESSES AND FAILURES IN EACH STAGE OF EACH SUBJECT IN 1899 AND 1900.

The figures in italics relate to the examinations in the previous year, 1899.

Subjects.	Advanced Stage.			Elementary Stage.		
	1st Class.	2nd Class.	Failures.	1st Class.	2nd Class.	Failures.
I. Practical Plane and Solid Geometry (Elementary Stage)	—	—	—	57·26	25·74	16·99
	—	—	—	*59·59*	*31·87*	*28·53*
V. Mathematics	See following Table.					
VIA. Theoretical Mechanics (Solids)	15·33	54·00	30·66	59·67	29·83	10·49
	5·35	*49·40*	*45·24*	*70·79*	*23·86*	*5·35*
VIB. Theoretical Mechanics (Fluids)	—	100·00	—	55·55	37·03	7·41
	—	—	—	*100·00*	—	—
VIII. Sound, Light, and Heat (Elementary Stage)	—	—	—	51·27	41·63	7·09
	—	—	—	*74·38*	*21·21*	*4·40*
VIIIA. Sound (Advanced Stage)	11·96	81·19	6·84	—	—	—
	8·52	*86·82*	*4·65*	—	—	—
VIIIB. Light (Advanced Stage)	—	—	100·00	—	—	—
	25·00	*25·00*	*50·00*	—	—	—
VIIIC. Heat (Advanced Stage)	20·00	65·00	15·00	—	—	—
	20·00	*47·50*	*32·50*	—	—	—
IX. Magnetism and Electricity	29·26	53·66	17·07	64·11	31·45	4·43
	18·75	*63·75*	*17·50*	*47·73*	*37·45*	*14·81*
X. Inorganic Chemistry	14·39	67·42	18·18	64·79	26·21	8·99
	27·21	*64·62*	*8·16*	*78·41*	*16·28*	*5·30*
X. " (Practical) "	14·16	58·40	27·43	55·88	28·82	15·29
	24·69	*54·32*	*20·98*	*43·03*	*44·39*	*12·66*
XIV. Human Physiology	31·68	61·22	7·14	60·20	33·67	6·12
	20·21	*68·08*	*11·70*	*48·10*	*45·94*	*5·95*
XVII. Botany	8·95	76·61	14·43	43·75	39·87	16·37
	12·65	*77·10*	*10·24*	*46·93*	*40·09*	*12·97*
XXIII. Physiography	22·93	64·28	12·78	80·44	16·40	3·15
	35·89	*56·10*	*8·00*	*87·93*	*11·14*	*·92*
XXIV. Principles of Agriculture	25·00	75·00	—	76·92	23·07	—
	57·14	*42·85*	—	*75·00*	*25·00*	—
XXV. Hygiene	35·10	64·63	·26	68·96	31·03	—
	24·07	*72·96*	*2·96*	*74·32*	*25·67*	—
Total	22·54	64·61	12·84	62·56	28·12	9·31
	28·90	*60·43*	*10·66*	*68·07*	*25·62*	*12·30*

Subject.	Stages.	1st Class.	2nd Class.	Failures.
V. Mathematics	2	20·00	80·00	—
		—	*80·00*	*20·00*
	3	—	—	—
		—	—	*100·00*
	4	—	—	100·00
		—	—	*100·00*
	5	18·75	68·75	12·50
		—	*50·00*	*50·00*
	6	—	—	—
		—	*25·00*	*75·00*
	7	—	—	—
		—	—	—
Total		17·39	65·21	17·39
		—	*42·85*	*57·14*

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(No. 10.)

GENERAL STATISTICS OF EXAMINATIONS IN DRAWING IN APRIL, MAY, and JUNE 1899 and 1900.

	1899.	1900.
Papers worked in :—		
Geometrical Drawing, Subject 1A - - - -	483	453
Freehand Drawing, Elementary Stage, Subject 2B	1,276	963
„ „ Advanced „ „ 3B	22	
Model „ Elementary „ „ 3A	1,582	1,546
Drawing in Light and Shade, Subject 5B, Elementary Stage.	1,487	1,406
Drawing in Light and Shade, Subject 5B, Advanced Stage.	8	
Drawing with Chalk upon the Blackboard -	2,580	3,159
Total Papers worked - - - - - - -	7,438	7,527
Total Successes - - - - - - - -	6,155	5,311
Total Failures - - - - - - - -	1,283	2,216

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(No. 10A.)

DETAILS OF SUCCESSES AND FAILURES IN EACH SUBJECT IN 1899 AND 1900.

Subject.	1899.				1900.			
	No. Class 1.	No. Class 2.	Failures.	Total.	No. Class 1.	No. Class 2.	Failures.	Total.
Freehand Drawing, Elementary Stage, Subject 2B - - -	440	589	247	1,276	66	347	550	963
„ „ Advanced „ „ 3B - - -	3	7	12	22				
Model „ Elementary „ „ 3A - - -	674	691	217	1,582	263	725	558	1,546
Drawing in Light and Shade, Elementary Stage, Subject 5B -	278	600	609	1,487	198	363	940	1,406
„ „ „ „ Advanced „ „ -	6	2	—	8				
Drawing with chalk upon the Blackboard - - - - - -	1,102	1,304	174	2,580	1,770	1,269	120	3,159
Totals - - - - - - -	2,503	3,193	1,259	6,955	2,202	2,704	2,168	7,074

Geometrical Drawing, Subject 1A. In 1899, 483 Candidates were examined in this subject, of whom 459 obtained "Passes" and 24 failed.
" " " " " 1900, 453 " " " " " " 405 " " " 48 "

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(No. 10B.)

PER-CENTAGES OF SUCCESSES AND FAILURES IN EACH SUBJECT IN 1899 AND 1900.

Subject.	1899.			1900.		
	Class 1.	Class 2.	Failures.	Class 1.	Class 2.	Failures.
Freehand Drawing, Elementary Stage, Subject 2B	34·48	46·16	19·36	6·86	36·03	57·11
" " Advanced " " 3B	13·64	31·82	54·54			
Model " Elementary " " 3A	42·60	43·68	13·72	17·01	46·90	36·09
Drawing in Light and Shade Elementary Stage, Subject 5B	18·70	40·35	40·95	7·82	25·82	66·36
" " " Advanced " "	75·00	25·00	—			
Drawing with Chalk upon the Blackboard	42·71	50·54	6·75	56·03	40·17	3·80
Totals	35·99	45·91	18·10	31·13	33·22	30·65

Geometrical Drawing, Subject 1A. In 1899, 95·03 per cent. of the candidates examined passed, and 4·97 per cent. failed.
" " " In 1900, 89·40 " " " " " 10·30 " "

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STATISTICAL TABLES.

SECONDARY AND TECHNICAL SCHOOLS (SCIENCE AND ART).

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1. LIST of SCHOOLS and CLASSES (Science and Art) showing the NUMBER of STUDENTS under INSTRUCTION, and the Grants made by the BOARD, in the Session 1899–1900.

EXPLANATORY NOTES.

When the letter S appears against a School Number it denotes that the School is a School of Science, and the letter A denotes that it is a School of Art.

* Denotes that the School received a building grant from the Department in respect of either Science or Art premises.

† Shows that building grants have been made in respect of both Science and Art premises.

‡ Against the amount of the Grant shows that it was paid to an organization recognized as responsible for Science and Art instruction within its area under section VII. of the Directory.

The amounts in Italics are payments to Science Classes for School Works (see § *xxxiii., p. 19, Directory*).

School No.	Place.	Where held.	Science. Number under Instruction. Day.	Science. Number under Instruction. Even.	Science. Grants. £ s. d.	Art. Number under Instruction. Day.	Art. Number under Instruction. Even.	Art. Grants. £ s. d.	Total Grants. £ s. d.
		ENGLAND.							
		BEDFORDSHIRE:							
2	Bedford	Harpur Charity, Boys' Elementary School.	..	173	135 1 5‡	..	88	20 12 3‡	155 13 8
13	Biggleswade	Mead House School, Shortmead Street.	..	..	..	..	22	7 16 6‡	7 16 6
30	Leighton Buzzard.	The Institute, North Street	..	..	..	..	42	23 6 8‡	23 6 8
20	Luton	Waller Street Higher Grade Board School.	51	..	38 9 8	50	..	18 19 0	57 8 8
21	„	Dunstable Road Board School	..	..	..	..	93	47 11 7‡	47 11 7
21A	„	Waller Street Higher Grade Board School. (Technical Instruction Evening Classes.)	..	191	84 5 0‡	..	..	.. / *7 10 0‡*	91 15 0
		BERKSHIRE:							
A117	Maidenhead	School of Science and Art, Technical School, Marlow Road.	..	41	30 1 0	42	46	97 13 5 / *2 14 0*	130 8 5
118	„	Modern School, High Town Road.	39	..	39 12 2	..	..	..	39 12 2
104	Newbury	Technical Institute, Northbrook Street.	..	10	1 10 8	15	78	54 8 6	55 19 2
107	„	Grammar School, Enborne Road.	28	..	14 17 7	30	..	9 10 0	24 7 7
A101	Reading	School of Science and Art, Reading College.	148	136	206 18 11	62	226	164 14 7 / *13 15 0*	390 8 6
102	„	Blue Coat School, Bath Road	16	..	4 0 3	..	..	..	4 0 3
110	„	Kendrick Boys' School, Queen's Road.	69	..	32 16 3	79	..	32 6 8	65 2 11
110A	„	Kendrick Girls' School, Watlington Street.	82	..	21 16 4	76	..	36 16 8	58 13 0
111	„	Art Studios, Talbot Lodge, Castle Street.	..	7	0 18 4	57	60	27 1 3 / *3 6 0*	31 5 7
128	Wantage	King Alfred's Grammar School, The Portway.	35	..	5 4 5	..	..	..	5 4 5
S9190	„	King Alfred's Grammar School, The Portway (School of Science).	38	..	126 19 10	..	..	..	126 19 10
103	Windsor	Royal Albert Institute, Sheet Street.	..	29	11 12 8	..	73	42 0 1	53 12 9
126	Wokingham	Terrace Rooms, Shute End	..	10	5 9 8	12	30	26 16 6	32 6 2
		BUCKINGHAMSHIRE:							
201	Amersham	Grammar School	18	..	..	..	..	..	..
217	Aston Clinton	London Road Girls' British School.	..	..	..	..	25	7 18 9	7 18 9
216	Aylesbury	Church Row British School	..	37	13 4 3	..	89	31 4 5	44 8 8
218	Buckingham	St. John's Latin School, Market Hill.	..	..	..	..	32	3 0 5	3 0 5
221	Chesham	White Hill Board School	..	32	29 11 5	..	33	8 17 6	38 8 11
225	Haddenham	Board School	..	..	..	..	14	2 8 2	2 8 2
A202	High Wycombe	School of Science and Art, Frogmore Gardens.	..	55	14 7 11	..	70	46 16 3	61 4 2
220	Marlow	The Institute	..	..	..	..	17	5 5 7	5 5 7
206B	Newport Pagnal	Bury Street Boys' Board School	..	37	8 10 11	..	19	6 6 9	*14 17 8*

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3. List of Schools and Classes—*continued.*

School No.	Place.	Where held.	Science.			Art.			Total Grants.
			Number under Instruction.		Grants.	Number under Instruction.		Grants.	
			Day.	Even.		Day.	Even.		
	BUCKINGHAMSHIRE—*continued.*				£ s. d.			£ s. d.	£ s. d.
210	Olney	High Street Board School	..	..	..	..	13	3 18 9	3 18 9
226	Prince's Risborough.	Literary Institute, High Street	..	4	0 11 3	..	17	3 3 0	3 14 3
204	Slough	Technical School, Leopold Institute, High Street.	..	55	8 19 10	..	41	28 10 1	37 9 11
206A	Stony Stratford.	High Street British School	..	38	8 10 0	..	20	4 6 3	12 16 3
209	Winslow	Church Street Girls' National School.	..	8	..	..	14	1 18 2	1 18 2
206	Wolverton	Science and Art Institute, Church Street.	..	158	119 17 6	..	103	36 3 9	156 1 3
231	Wooburn	Town Schools	..	..	..	..	14	1 9 5	1 9 5
	CAMBRIDGESHIRE:								
340	Bottisham	Infants' School	..	..	..	..	14	1 5 0‡	1 5 0
301	Cambridge	Park Street Girls' Higher Grade School.	79	..	94 9 5	71	..	15 2 3	109 11 8
303	„	Paradise Street Boys' Higher Grade School.	60	..	47 15 1	..	..	..	47 15 1
A304	„	School of Science and Art, Guildhall.	..	..	..	40	46	90 5 5	90 5 5
325	„	Technical Institute, East Road	..	184	138 1 6	..	146	40 19 6	179 1 0
S9103	„	Perse Grammar School, Hills Road (School of Science)	62	..	229 14 10	..	..	..	229 14 10
A336	Chatteris	Institute, New Street (Branch School of Science and Art).	3	19	3 16 5	20	60	34 15 2	38 11 7
342	Cottenham	Pepy's School and Board School.	..	..	..	24	29	3 16 8‡	3 16 8
312	Ely	Silver Street Boys' National School.	..	..	..	..	24	4 11 8	4 11 8
317	March	Boys' Grammar School, Station Road.	..	..	..	..	61	23 0 1	23 0 1
330	Soham	Soham Moor Endowed School	23	..	12 2 5‡	33	..	12 1 1‡	24 3 6
333	„	Clay Street Infants' Board School.	..	1	0 5 10‡	..	13	4 0 3‡	4 6 1
306	Thorney	Abbey Rooms, Abbey Place	..	5	..	4	23	23 16 4	23 16 4
321	Whittlesea	Art School, Church Street	..	5	1 11 0	..	31	22 1 11	23 12 11
308	Wisbech	Grammar School, South Brink	38	24	26 14 9	53	..	12 3 2	38 17 11
310	„	School of Science and Technology, Great Church Street.	..	74	27 2 4	73	72	117 9 9	144 12 1
	CHESHIRE:								
401	Altrincham	Technical School, George Street	..	122	65 0 6	..	54	23 8 6 *6 15 0*	95 4 0
468	„	Oxford Road British School	56	..	30 11 6	56	..	8 1 5	38 12 11
456	Audlem	Grammar School	12	22	8 4 4	10	..	..	8 4 4
A403	Birkenhead	Laird School of Science and Art, Park Road North.	6	25	9 12 11‡	39	89	162 11 3‡	172 4 2
429	„	The Holt School of Science, Tranmere.	..	496	389 15 0‡	..	49	15 4 6‡	404 19 6
452	„	Birkenhead Institute, Limited, Whetstone Lane.	81	..	99 8 9‡	61	..	12 14 9‡	112 3 6
470	„	Claughton Higher Grade School, Borough Road.	69	..	26 3 3‡	69	..	7 19 11‡	34 3 2
483	„	Convent High School for Girls, 1, Whetstone Lane.	20	47	36 19 6‡	23	..	6 3 6‡	43 3 2
477	„	Woodlands Board School, The Woodlands.	158	..	34 9 10	143	..	39 19 6	74 9 4
476	Bollington (Macclesfield)	Sunday School, Palmerston Street.	..	3	0 12 3	..	21	7 3 10	7 16 1
474	Cheadle	Literary Institute, Cheadle Green.	..	..	..	..	10	2 1 6	2 1 6
417	Cheadle Hulme	Orphan School	96	..	48 4 2	177	..	28 9 11	76 14 1
A405	Chester	School of Science and Art, Grosvenor Museum.	..	284	174 3 5	40	108	189 6 0 *29 8 0*	392 17 5
S9044	„	School of Science and Art, Grosvenor Museum (School of Science).	64	..	291 3 7	..	..	..	291 3 7
435A	Congleton	7, Swan Bank	12	54	15 10 2	10	63	18 5 6	33 15 8
407	Crewe	Mechanics' Institute, Prince Albert Street.	..	392	266 16 9	..	145	47 17 5	314 14 2

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3. List of Schools and Classes—*continued.*

School No.	Place	Where held.	Science. Number under Instruction. Day.	Science. Number under Instruction. Even.	Science. Grants.	Art. Number under Instruction. Day.	Art. Number under Instruction. Even.	Art. Grants.	Total Grants
	CHESHIRE—*continued.*				£ s. d.			£ s. d.	£ s. d.
▲458	Crewe - -	Municipal School of Art and Technical Institute, Hightown.	10	25	5 6 5	60	94	122 10 0	127 16 5
461	Dukinfield -	Technical School, Town Lane -	..	138	93 17 10	..	53	13 11 8	107 9 6
408	Frodsham -	Church Street Girls' National School.	..	..	..	..	8	1 3 2	1 3 2
475	Hollingworth	Co-operative Hall, Market Street-	..	..	..	..	6	1 6 4	1 6 4
402	Holmes Chapel	Cheshire Agricultural and Horticultural School.	43	..	63 10 5	43	..	9 10 6	73 0 11
▲409	Hyde - -	School of Science and Art, Technical School, Union Street.	..	316	265 13 5	22	149	90 4 11 *25 13 0*	381 11 4
438	Knutsford -	Grammar School, The Heath	28	..	11 13 0	46	..	9 4 1	20 17 1
441	„ - -	Urban District Council Offices, King Street, and Technical School, Heath Side.	..	24	4 10 2	..	26	3 4 10	7 15 0
▲413	Liscard - -	School of Science and Art, Liscard Hall, Central Park.	..	115	56 2 2	33	128	169 0 11	225 3 1
490	„ - -	Wallasey High School for Girls, Manor Road.	24	..	4 17 10	34	..	6 17 0	11 14 10
429	Little Neston	Dr. Riddock's Schools -	..	9	..	..	3	..	..
450	Lostock Gralam.	National Schools - - -	..	13	1 13 9	..	19	2 18 0	4 11 9
491	Lymm - -	Grammar School - - -	26	9	21 8 7	17	17	3 13 5	25 2 0
▲411	Macclesfield -	School of Science and Art, Park Lane	..	143	55 11 11	86	227	292 4 1	347 16 0
411A	„ -	Technical School, Park Green -	..	41	7 6 10	..	..	..	7 6 10
480	„ -	Certified Industrial School, Brook Street.	..	44	8 17 0	..	..	..	8 17 0
455	Marple - -	Technical Institute. Church Lane.	..	9	1 7 10	..	27	4 12 10	6 0 8
472	Middlewich -	Victoria Technical School and Free Library, Lewin Street.	..	11	6 16 0	..	19	6 18 5 *1 7 0*	15 1 5
484	Mottram -	Endowed School - - -	40	..	50 6 6	40	..	8 12 5	58 18 11
400	Nantwich -	Grammar School, Welch Row -	32	..	39 7 6	35	..	5 19 0	45 6 6
493	„ -	Presbyterian School, Hospital Street.	..	2	..	..	22	4 0 0	4 0 0
493A	„ -	Grammar School Laby., Welch Row.	..	15	3 10 6	..	..	..	3 10 6
412A	New Brighton	St. James's Schools, Egerton Street.	..	..	..	..	34	7 17 10	7 17 10
426	New Ferry -	National Schools, Grove Street	..	..	..	..	19	3 5 8	3 5 8
421	Northwich -	High School for Girls, Hartford Hill.	14	..	3 17 0	46	:	12 13 2	16 10 2
▲467	„ -	School of Science and Art, Verdin Technical School, London Road.	..	158	79 9 10	23	128	169 6 5 *13 15 0*	262 9 3
481	„ -	Sir John Deane's Grammar School, Church Road, Witton	25	..	8 15 5	48	..	15 8 6	24 3 11
410	Port Sunlight	Science School, Bridge Street -	..	18	3 9 2	..	..	..	3 9 2
▲436	Runcorn -	School of Science and Art, Technical Institute, Waterloo Road.	..	108	78 7 8	7	63	50 18 6	129 6 2
S9157	„ -	School of Science and Art, Technical Institute, Waterloo Road. (School of Science.)	84	..	331 0 9	..	..	..	331 0 9
434	Sale - -	Technical School, Tatton Road.	..	..	..	4	47	33 9 5	33 9 5
439	Sandbach -	Technical School, The Commons	..	25	5 5 4	..	39	12 4 9	17 10 1
413D	Seacombe -	Technical Institute, Church Road.	..	77	14 15 6	..	19	5 6 6	20 2 0
462	Stalybridge -	Mechanics' Institute, High Street.	55	203	266 14 10	51	81	44 15 6	311 10 4
462A	„ -	Buckton Vale Institute - -	..	21	3 19 7	..	..	..	3 19 7
480	Stockport -	Brentnall Street, Wesleyan Higher Grade School.	39	..	39 18 6	39	..	15 2 6	55 1 0
▲445	„ -	School of Science and Art, Technical School, Wellington Road.	..	502	495 14 6½	25	443	225 12 8½	721 13 2
S 9026	„ -	School of Science and Art, Technical School, Wellington Road. (School of Science.)	110	..	594 11 6½	..	..	..	594 11 6

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3. List of Schools and Classes—*continued.*

School No.	Place.	Where held	Science. Number under Instruction. Day.	Science. Number under Instruction. Even.	Science. Grants.	Art. Number under Instruction. Day.	Art. Number under Instruction. Even.	Art. Grants.	Total Grants.
	CHESHIRE—*continued.*				£ s. d.			£ s. d.	£ s. d.
442	Upton	Convent of Faithful Companions of Jesus, Upton Hall.	6	..	1 16 3	26	..	21 17 4	23 13 7
413B	Wallasey	Grammar School, Withen's Lane. (Evening Classes.)	..	60	34 18 7	..	..	..	34 18 7
414	"	Grammar School, Withen's Lane. (Day Classes.)	102	..	55 12 8	107	..	12 14 3	68 6 11
469	Weaverham	Grammar School	27	..	11 0 6	21	..	3 1 8	14 2 2
419	West Kirby	Grammar School, Calday Grange.	51	..	48 18 5	72	..	20 12 2	69 10 7
▲ 473	Winsford	School of Science and Art, Verdin Technical Schools.	..	97	67 1 2	14	136	108 8 10	175 10 0
▲ 9147	"	School of Science and Art, Verdin Technical Schools. (School of Science.)	52	..	193 2 6	..	..	..	193 2 6
	CORNWALL:								
520	Altarnun	National School	..	3	1 10 4	..	9	4 1 0	5 11 4
526	Blackwater	Board School	..	..	..	..	4	1 10 3	1 10 3
501	Bodmin	Free Library, Lower Bore Street.	..	..	..	15	30	33 4 10	33 4 10
530B	Callington	Public Hall.	..	..	..	7	14	0 17 7	0 17 7
505	Camborne	Basset Road Board School	..	27	26 10 0	..	..	..	26 10 0
▲ 507	"	School of Science and Art, Fore Street.	143	284	404 7 3	45	87	113 7 5	517 14 8
584B	Carharrack	Church School	..	3	0 5 0	..	..	..	0 5 0
579	Carn Brea	Pool Board School. (Infants'.)	..	66	9 6 8	..	..	..	9 6 8
508	Falmouth	Science, Art, and Technical Schools, Market Place.	..	115	47 6 3	18	47	49 15 2	97 1 5
589A	Gunnislake	Board School	..	..	..	..	21	..	..
511	Hayle	Passmore Edwards' Institute	..	53	20 0 10	..	..	..	20 0 10
513	Helston	Passmore Edwards' Institute	..	86	45 2 0	31	38	12 12 8	57 14 8
516	Illogan Highway	Barncoose Board School	..	2	0 13 10	..	10	1 5 2	1 19 0
515	Launceston	Passmore Edwards' Institute	..	18	18 1 9	53	36	24 9 11 *0 6 0*	42 17 8
▲ 517	Liskeard	School of Science and Art, Public Buildings, West Street.	..	4	1 1 1	10	35	46 7 1	47 8 2
503	Looe (East)	Mechanics' Institute, Market Street.	..	..	..	..	23	2 11 0	2 11 0
596	Lostwithiel	St. Winnow National School, Down End.	..	..	..	..	12	0 14 11	0 14 11
571	Madron (Heamoor).	Daniel's Elementary School	..	10	1 3 8	..	19	2 11 3	3 14 11
530	Mawgan (Helston).	New Board School, Garras	..	12	8 5 9	..	..	..	8 5 9
535	Mawnan Smith.	National School	..	14	11 4 4	..	..	..	11 4 4
526A	Mount Hawke	Board School	..	7	..	..	10	0 2 2	0 2 2
552	Newbridge	Board Schools	..	10	1 14 8	..	..	..	1 14 8
542	Newlyn West	Paul Newlyn Board School, Jack Lane	..	42	29 2 1	..	..	..	29 2 1
519	Pendsen	Board School	..	22	11 1 3	..	27	3 13 5	14 14 8
524	Penzance	Mining and Science School, Morrab Road.	43	109	85 17 10	..	..	..	85 17 10
▲ 525	"	School of Science and Art, Morrab Road.	..	23	10 11 2	23	78	75 10 10	86 2 0
10,501	Porthleven	Board School	..	33	13 7 9	..	..	..	13 7 9
▲ 528	Redruth	School of Mines and of Art, Clinton Road.	45	165	122 18 6	15	74	73 5 9	196 4 3
583	Roche	Board School	..	5	3 18 4	..	31	9 4 0	13 2 4
526B	St. Agnes	British Road Town Boys' Board School	..	8	..	..	6	..	..
531	St. Austell	Western Hill Central Board School,	..	32	12 9 4	..	32	11 17 6	24 6 10
531A	"	Treverbyn Board School	..	6	..	..	19	7 18 6	7 18 6
572	St. Buryan	Churchtown National School	..	6	..	..	..	..	..
584	St. Day	Board School	..	13	11 19 0	..	15	1 3 1	13 2 1
512	St. Germans	Endowed Boys' School	..	8	2 3 2	..	7	1 5 0	3 8 2
567	St. Ives	St. Andrew's Street National School.	..	13	1 18 2	..	..	..	1 18 2

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3. List of Schools and Classes—*continued.*

School No.	Place.	Where held.	Science.			Art.			Total Grants.
			Number under Instruction.		Grants.	Number under Instruction.		Grants.	
			Day.	Even.		Day.	Even.		
	CORNWALL—*continued.*				£ s. d.			£ s. d.	£ s. d.
597	St. Just	Cape Cornwall Road Board Schools.	..	62	9 15 6	..	..	..	9 15 6
A545	Truro	School of Science and Art, Central Technical Schools, Museum Street.	..	150	49 6 6	35	119	117 11 9	166 18 3
550	„	Truro College	72	..	59 18 7	74	..	12 6 3	72 4 10
578	Tywardreath	Parish Rooms	..	11	4 11 0	..	7	..	4 11 0
	CUMBERLAND:								
601	Aspatria	Agricultural College	..	43	43 12 3½	..	..	..	43 12 3
601B	„	Board Schools	..	28	5 8 5½	..	16	3 1 1½	8 9 6
645	Brampton	Board Schools	..	..	..	..	24	7 13 7½	7 13 7
600	Caldbeck	Upton Board School	..	..	..	..	7	1 3 2½	1 3 2
A604	Carlisle	School of Science and Art, Tullie House, Castle Street.	66	257	151 4 1½	122	74	222 14 3½ / *8 5 0½*	382 3 4
606	„	West Tower Street Higher Grade School.	57	..	11 12 7½	..	..	..	11 12 7
S9133	„	Grammar School, Strand Road. (School of Science.)	69	..	280 5 0	..	..	..	280 5 0
533	Cleator Moor	Montreal School, High Street	..	19	6 7 8½	..	35	2 1 10½	8 9 6
625	Cockermouth	Wordsworth Institute	..	8	6 0 9½	..	20	4 14 9½	10 15 6
625B	Dean	National School	..	12	2 4 8½	..	..	..	2 4 8
691	Distington	Board School	..	..	..	..	15	2 14 8½	2 14 8
636	Egremont	Bookwell Boys' School	..	..	..	..	36	7 15 3½	7 15 3
656	„	Town Hall	..	10	8 17 5½	..	..	..	8 17 5
608B	Flimby	Board School	..	12	1 11 6½	..	..	..	1 11 6
630	Frizington	Board School	..	24	4 10 3½	..	26	3 2 2½	7 12 5
625A	Great Broughton.	Girls' Board School	..	10	3 15 6½	..	16	2 6 8½	6 2 2
643	Harrington	Church Road Board School	..	19	4 2 4½	..	27	1 15 3½	5 17 7
642	Hesket, Newmarket.	Howbeck Board School	..	..	..	..	15	1 0 1½	1 0 1
694	Keswick	Library Buildings	..	33	8 8 4½	..	..	..	8 8 4
637S	Longtown	Board School	..	9	1 15 0½	..	12	4 17 11½	6 12 11
608	Maryport	North Street British School	..	36	16 1 0½	..	30	8 4 0½	24 5 0
630	„	Eaglesfield Street National School.	..	50	16 13 1½	..	..	..	16 13 1
632	Millom	The Institute, St. George's Road.	..	88	45 4 0½	..	61	14 18 9½	60 2 9
656A	Moor Row	Board School	..	17	4 14 0½	..	..	..	4 14 0
620B	Moresby	Board School	..	..	..	..	11	2 6 0½	2 6 0
643B	Parton	Lowca School	..	17	7 9 9½	..	..	..	7 9 9
610	Penrith	Brunswick Road Board School	..	42	10 2 1½	..	..	..	10 2 1
610A	„	Technical School, Castlegate	..	28	6 12 3½	..	36	22 10 5½	29 2 8
695	Seaton	Good Templars' Hall, Low Seaton.	..	9	5 12 0½	..	..	..	5 12 0
693	Upperby	Board School	..	8	2 18 11½	..	9	3 8 11½	6 7 10
620	Whitehaven	Scientific Institute, Howgill Street.	..	41	25 13 4½	..	..	..	23 13 4
620A	„	Free Public Library, Queen Street.	..	28	8 3 8½	..	32	3 1 2½	11 4 10
638	Wigton	Nelson School (Evening Classes)	..	14	5 7 1½	..	15	5 0 6½	10 7 7
667	„	„ (Day Classes)	33	..	8 7 0½	34	..	5 1 0½	13 8 0
627	Workington	North Side Board School	..	..	..	..	12	0 8 6½	0 8 6
637D	„	Wilson Higher Grade School. (Technical Instruction Classes.)	..	..	..	25	..	31 5 7½	31 5 7
680	„	Wilson Higher Grade School. (Evening Classes.)	..	255	101 8 0½	..	185	17 5 4½	118 13 4
S9178	„	Wilson Higher Grade School. (School of Science.)	109	..	502 16 11	..	..	..	502 16 11
	DERBYSHIRE:								
734	Alfreton	District Council Offices, King Street.	..	26	8 19 0½	..	15	4 16 3½	13 15 3
759	Ashbourne	Girls' National School, Church Street.	..	6	0 18 9½	15	54	24 8 0½	25 6 9
768	„	Grammar School, Church Street	33	..	52 10 3½	..	..	..	52 10 3
792	Ashover	Board School	..	58	53 19 0½	..	8	1 14 0½	55 12 0

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3. List of Schools and Classes—*continued.*

School No.	Place.	Where held.	Science.			Art.			Total Grants.
			Number under Instruction.		Grants.	Number under Instruction.		Grants.	
			Day.	Even.		Day.	Even.		
	DERBYSHIRE—*continued.*				£ s. d.			£ s. d.	£ s. d.
775	Bakewell	Lady Manners' School Bath Street.	8	22	13 4 10½	..	24	1 14 11½	14 19 9
S9129	„	Lady Manners' School, Bath Street (School of Science).	93	..	345 19 10½	..	..	..	345 19 10
747	Belper	Fleet Board School	..	33	15 11 5½	..	17	3 2 9½	18 14 2
747A	„	Long Row Board School	..	13	4 1 11½	..	52	10 5 10½	14 7 9
748	Blackwell	Colliery Institute	..	14	5 14 7½	..	..	..	5 14 7
740	Borrowash	National School	..	3	0 13 9½	..	24	7 8 1½	8 1 10
740J	Breaston	National School	..	20	2 0 0½	..	..	..	2 0 0
794	Chapel-en-le-Frith.	The Institute	..	12	1 18 7½	..	..	..	1 18 7
A 742	Chesterfield	School of Science and Art, Stephenson Memorial Hall, Corporation Street.	8	94	96 12 1½	22	74	147 19 11½	244 12 0
742A	„	Grammar School, Sheffield Road (Evening Classes.)	..	75	(*a*) ..	..	..	..	..
796	„	Grammar School, Sheffield Road (Day Classes.)	105	..	76 10 8	120	..	33 15 4½	110 6 0
741B	Church Gresley.	York Road Board Schools	..	46	21 1 11½	..	..	..	21 1 11
745	„	Market Street National Schools.	..	11	4 1 0½	..	35	19 6 0½	23 7 0
703	Clay Cross	Market Street Higher Grade and Technical School.	75	82	72 19 5½	80	20	23 7 0½	96 6 5
S9076	„	Market Street Higher Grade and Technical School (School of Science).	102	..	433 12 9½	..	..	..	433 12 9
722	Clowne	Board School	..	20	9 13 7½	..	..	..	9 13 7
743B	Codnor	Jessop Street School	..	6	1 13 3½	..	28	4 4 9½	5 18 0
718	Creswell	New School, Station Lane	..	35	4 2 2½	..	..	..	4 2 2
764	Darley Dale	Whitworth Institute	..	6	3 7 5½	..	14	13 2 10½	16 10 3
706	Derby	Gerard Street Higher Grade Board School.	88	42	73 9 7	29	106	30 7 9	103 17 4
S9045	„	Gerard Street Higher Grade Board School (School of Science).	246	..	1,225 7 10	..	..	..	1,225 7 10
A 707	„	Central School of Science and Art, Municipal Technical College, Green Hill.	126	461	418 1 11	142	267	385 6 0 *23 2 0*	826 9 11
709	„	Diocesan School, Friar Gate	54	..	68 8 11	64	..	31 6 6	99 15 5
710	„	St. Andrew's School, London Road.	..	18	4 15 8	..	..	..	4 15 8
725	„	St. James' Higher Grade Boys' School, Malcolm Street.	82	..	148 14 6	80	..	28 17 9	177 12 3
717	Dronfield	Cross Lane, Board School	..	..	..	..	34	9 10 3½	9 10 3
S9106	„	Grammar School (School of Science).	33	..	127 11 10½	..	..	..	127 11 10
721	Duffield	Boys' School	..	15	3 8 0½	..	23	4 3 8½	7 11 8
797	Eckington	Central Board School	3	68	23 5 3½	..	42	6 10 8½	29 15 11
778	Glossop	Free Library, Talbot Street	..	63	22 19 7½	..	118	61 16 10½ *2 17 0½*	87 13 5
778A	„	Town Hall, High Street	..	13	4 17 3½	..	..	..	4 17 3
778B	Hadfield	Hadfield Road Wesleyan School.	..	..	..	..	44	16 6 9½	16 6 9
787	Haslaud	National School	..	49	25 1 1½	..	..	..	25 1 1
795	Hayfield	Wainhouse Board School	..	23	3 12 8½	..	..	..	3 12 8
743	Heanor	Technical School, Heanor Hall, Wilmot Street.	..	84	27 17 2½	..	31	3 11 6½	31 8 8
S9061	„	Technical School, Heanor Hall, Wilmot Street (School of Science).	101	..	470 11 10½	..	..	..	470 11 10
727	Ilkeston	Gladstone Street, Board School	..	71	13 11 0	..	..	..	13 11 0
783	Ilkeston	Chaucer Street Board School	..	64	11 4 1	..	85	28 7 10	39 11 11
774	Langley (Marlpool).	Church Schools	..	..	..	32	..	6 15 0½	6 15 0
743A	Langley Mill	Boys' National School	..	14	4 17 7½	..	..	..	4 17 7
765	Lea	Board School	..	11	6 9 2½	..	..	..	6 9 2
700	Long Eaton	Board School	37	65	52 7 5½	37	44	22 14 1½ *1 4 0½*	76 5 6
733A	Marehay	St. John's School	..	35	6 5 0½	..	..	..	6 5 0
793	Marple Bridge	Congregational Hall	..	40	13 8 8½	..	..	..	13 8 8

(*a*) Included with School No. 742.

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3.—List of Schools and Classes—*continued.*

School No.	Place.	Where held.	Science. Number under Instruction. Day.	Science. Number under Instruction. Even.	Science. Grants. £ s. d.	Art. Number under Instruction. Day.	Art. Number under Instruction. Even.	Art. Grants. £ s. d.	Total Grants. £ s. d.
	DERBYSHIRE—*continued.*								
736	Matlock - -	Technical Class Rooms, Dale Road.	..	11	3 0 8½	..	26	24 8 7½	27 9 3
762A	Meersbrook Bank.	Board School - - - - -	..	26	7 16 9	..	34	6 4 8	14 1 5
750	Melbourne -	Athenæum, Potter Street -	..	10	1 2 4½	..	27	4 15 8½	5 18 0
751	Mosborough -	Endowed School - - - -	..	16	1 16 4½	..	..	..	1 16 4
741A	Newhall - -	Board Schools - - - - -	..	64	47 1 2½	..	..	..	47 1 2
739	New Mills -	Spring Bank Board School -	..	67	72 9 10½	..	29	4 6 7½	76 16 5
S 9029	„ -	Spring Bank Board School (School of Science.)	70	..	284 15 8	..	..	..	284 15 8
703C	North Wingfield.	Board School - - - - -	..	27	7 13 3½	..	..	..	7 13 3
771	Old Whittington.	Webster's Endd., Church Street	..	50	19 6 9½	..	21	4 17 1½	24 3 10
703A	Pilsley - -	Board School - - - - -	..	13	8 6 8½	..	..	..	8 6 8
731	Riddings -	Science and Art Class Room, Church Street.	..	48	20 14 11½	..	..	..	20 14 11
731A	„ - -	Church Street Boys' National School.	..	..	..	..	13	1 16 4½	1 16 4
751C	Ridgeway -	Board School - - - - -	..	..	..	..	16	3 1 6½	3 1 6
733	Ripley - -	National Schools - - - -	..	34	7 7 7½	..	15	4 6 1½	11 13 8
723	Shirland -	Board School - - - - -	..	17	4 17 1½	..	..	..	4 17 1
729	South Normanton.	Boys' School - - - -	..	..	..	..	43	6 14 4½	6 14 4
782	Staveley -	Girls' School - - - -	..	44	15 5 5½	..	..	..	15 5 5
782C	„ - -	Rectory Barn, Hall Lane - -	..	..	..	..	17	3 6 9½	3 6 9
786	Stonebroom -	Board School - - - - -	..	38	17 15 0½	..	..	..	17 15 0
741	Swadlincote -	Board Schools - - - - -	..	33	3 16 6½	..	67	33 3 2½	36 19 8
799	Swanwick -	Boys' School - - - - -	..	7	1 19 6½	..	16	5 1 9½	7 1 3
779	Tideswell -	Grammar School - - -	29	23	30 10 2½	..	..	..	30 10 2
703B	Tupton - -	Board School - - - - -	..	23	6 17 0½	..	..	..	6 17 0
744	Whaleybridge	Buxton Road Wesleyan Day School.	..	29	18 16 5	..	36	6 3 5 *0 6 0*	25 5 10
771A	Whittington Moor.	Webster's Endd. School, Sheffield Road.	..	19	3 13 9½	..	10	3 4 0½	6 17 9
735	Wirksworth -	Grammar School, St. Mary's Churchyard.	..	13	11 16 3½	25	55	33 8 10½	45 5 1
	DEVONSHIRE:								
901	Ashburton -	Grammar School St. Lawrence Lane.	11	..	1 0 6	51	..	9 19 6	11 0 0
A303	Barnstaple -	School of Science and Art, Municipal Buildings, High Street.	2	43	22 14 9	87	122	99 8 0	122 2 9
A307	Bideford -	Municipal School of Science and Art and Technical School, the River Bank.	3	21	64 6 2	71	80	71 18 0 *6 18 0*	143 2 2
800	Bovey Tracey	Grammar School - - -	21	..	..	..	..	..	..
830	Cullompton -	Parish Room, Higher Bullring	..	..	..	..	14	2 17 11	2 17 11
812	Dartmouth -	Newcomin Road Board School	..	21	11 1 4	..	40	14 2 7 *4 4 0*	29 7 11
818	Devonport -	Stoke Public Higher School, Keppel Place.	97	189	290 0 11	51	..	3 12 2	293 13 1
822	„ - -	Stuart Road Higher Grade Board School.	42	..	59 17 0	..	..	..	59 17 0
828	„ - -	Keyham, Saltash Road, St. James' National School.	..	75	65 19 6	..	..	..	65 19 6
A836	„ - -	School of Science and Art, Municipal and Technical Schools, Paradise Road.	64	394	615 10 0½	78	82	155 4 6½ *13 13 0½*	784 7 6
A341	Exeter - -	School of Science and Art, Albert Memorial College, Queen Street.	63	293	251 11 2	20	238	215 14 9	467 5 11
818	„ - -	St. Thomas' Girls' Board School, Union Street.	..	16	6 9 0	..	50	31 19 6	38 8 6
847	„ - -	Working Men's Society, Market Hall, Milk Street.	..	15	23 2 8	..	..	..	23 2 8
940	„ - -	Practising School, Heavitree Road.	..	..	..	7	..	1 19 10	1 19 10
850	Exmouth -	Public Hall, Rolle Street - -	..	3	..	20	14	8 17 3 *5 11 0*	14 8 3

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3. List of Schools and Classes—*continued.*

School No	Place.	Where held.	Science.			Art.			Total Grants.
			Number under Instruction.		Grants.	Number under Instruction.		Grants.	
			Day.	Even.		Day.	Even.		
	DEVONSHIRE—*continued.*				£ s. d.			£ s. d.	£ s. d.
855	Ilfracombe -	Church Hill Girls' National School.	..	25	2 15 6	..	49	11 16 5	14 11 11
965	Kingsbridge -	Dodbrooke Girls' Board School, Church Street.	..	2	..	..	21	6 14 10	6 14 10
927	Newton Abbot	Old Town Hall, Courtenay Street.	..	46	34 10 3	14	34	15 16 1 *6 13 0*	57 4 4
938	Okehampton -	Technical School, Market Road.	..	17	..	..	14	..	..
A871	Paignton -	School of Science and Art, New Street.	6	16	11 13 1	20	57	58 3 0	69 16 1
863	Plymouth -	Regent Street Higher Grade Board School.	92	..	83 2 5	65	..	27 15 0	110 17 5
S9052	„ -	Regent Street Higher Grade Board School and Technical School. (School of Science.)	99	..	523 17 11	..	..	..	523 17 11
885	„ -	Navigation School 13½, Gascoyne Place.	..	11	117 1 2	..	..	..	117 1 2
866	„ -	Cobourg Street, Public School	30	45	27 1 6	30	34	23 0 3	50 1 9
A870	„ -	School of Science and Art, Princess Square.	..	36	26 4 10	96	116	307 6 2	333 11 0
876	„ -	Convent of Notre Dame, Wyndham Street.	23	60	37 17 9	25	35	10 5 0	48 2 9
A963	„ -	School of Science and Art, and Technical School, Tavistock Road.	86	338	664 3 7	70	117	323 0 6	987 4 1
884	Stonehouse (East).	High Street, Board School -	24	..	..	204	..	53 5 9	53 5 9
949	„ „ -	Town Hall, Emma Place - -	..	100	92 9 5	..	24	7 3 0	99 12 5
949A	„ „ -	East Street, Board Schools -	..	73	19 5 6	..	..	..	19 5 6
951	South Molton	National School - - -	..	19	12 6 7	13	87	33 0 8	45 7 3
A887	Tavistock -	School of Science and Art, West Street.	..	8	4 16 1	53	23	15 8 11 *2 11 0*	22 16 0
954	„ -	Grammar School, Plymouth New Road.	45	..	7 18 10	..	..	..	7 18 10
A939	Teignmouth -	School of Science and Art, 8, Orchard Gardens.	..	12	1 16 3	38	77	89 1 7	90 17 10
A869	Tiverton -	School of Science and Art Technical School, Fore Street.	..	42	20 11 9	80	103	141 11 1	162 2 10
869A	„ -	Middle Schools, Bampton Street	51	..	11 13 10	113	..	27 12 9	39 6 7
869B	„ -	Science and Technical School, Barrington Street.	72	57	50 4 3	..	..	..	50 4 3
A890	Torquay -	School of Science and Art, Vivian Institute, Braddon's Hill West.	3	92	52 7 7	118	105	188 19 6	241 7 1
893	„ -	St. Winifred's School, Abbey Road.	..	..	..	..	27	27 4 2	27 4 2
923	Totnes - -	King Edward's Grammar School, Fore Street.	36	..	19 5 6	44	..	8 8 6	27 14 0
	DORSETSHIRE:								
1046	Beaminster -	Grammar School, Hogshill Street.	19	15	17 11 10‡	..	..	..	17 11 10
1016	Blandford -	Milldown School, Damory Street.	18	37	37 6 1‡	22	..	10 9 8‡	47 15 10
A1004	Bridport -	School of Science and Art, Literary and Scientific Institute, East Street, and Technical Institute, East Street.	1	12	39 16 10‡	28	45	65 6 11‡	105 3 9
A1005	Dorchester -	School of Science and Art, Dorset County Museum, High West Street.	..	13	2 11 4	29	45	59 3 6	61 14 10
S9167	„ -	Grammar School, 20, South Street (School of Science).	56	..	86 2 2‡	..	..	..	86 2 2
1015	Gillingham -	Grammar School - - -	..	..	..	..	14	2 19 4‡	2 19 4
S9193	„ -	Grammar School (School of Science).	31	..	89 16 10‡	..	..	..	89 16 10
A1022A	Parkstone -	The Institute, Church Street. Branch School of Science and Art.	19	..	2 3 8	21	10	8 2 9	10 6 5

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3. List of Schools and Classes—*continued.*

School No.	Place.	Where held.	Science.			Art.			Total Grants.
			Number under Instruction.		Grants.	Number under Instruction.		Grants.	
			Day.	Even.		Day.	Even.		
	DORSETSHIRE—*continued.*				£ s. d.			£ s. d.	£ s. d.
1038	Parkstone	Branksome Technical Institute, Ashley Road, Upper Parkstone.	..	35	7 11 11	..	26	14 4 8	21 16 7
A1022	Poole	School of Science and Art, Mount Street.	..	69	35 6 5	12	120	134 16 11	170 3 4
1029	Portland	Easton Square Wesleyan Day Schools.	..	11	1 10 3½	..	..	..	1 10 3
1035	„	Fortune's Well Wesleyan Schools.	..	7	4 12 7½	..	21	4 2 11½	8 15 6
1030	Shaftesbury	Town Hall, High Street	1	3	1 13 2½	43	11	19 12 3½	21 5 5
S9198	„	Grammar School, Salisbury Street (School of Science).	33	..	132 3 8½	..	..	..	132 3 8
1007	Sherborne	Technical School, Newland	34	23	7 15 5½	27	28	28 10 9½	36 6 2
S9159	„	Foster's Endowed School, Hound Street (School of Science).	32	..	146 16 5½	..	..	..	146 16 5
1027	Sturminster Newton.	Boys' National School	..	23	4 19 9½	..	13	2 11 1½	7 10 10
A1013	Weymouth	Borough School of Technology, Science and Art, School Street, and Commercial Road.	..	52	45 3 1	18	67	79 1 7	124 4 8
1024	Wimborne	Technical Institute, West Borough.	..	26	2 9 8½	14	30	12 19 3½	15 8 11
1047	„	Grammar School	13	..	6 8 0½	35	..	6 14 9½	13 2 9
	DURHAM:								
11,183	Annfield Plain	School	..	14	5 11 4½	..	..	..	5 11 4
1101	Barnard Castle	Mechanics' Institute, Market Place.	..	..	..	..	7	1 0 2½	1 0 2
S9217	„	North Eastern County School, Westwick Road (School of Science).	153	..	404 8 5½	..	..	..	404 8 5
1102	Bishop Auckland.	Young Men's Christian Association, Regent Street.	..	31	16 18 11½	..	..	..	16 18 11
1102A	„	Russell Street Wesleyan Day School.	..	60	(a) ..	..	..	..	..
11,165	„	Art School, George Street	..	..	..	..	39	8 10 8½	8 10 8
11,166	„	Eldon Church of England Schools.	..	42	24 14 7½	..	..	.. / *21 15 0½*	46 9 7
S9131	„	King James I. Grammar School, South Church Lane. (School of Science.)	24	..	78 8 6½	..	..	..	78 8 6
11,105	Blaydon-on-Tyne.	Co-operative Hall, Shibdon Road.	..	40	9 1 7½	..	..	.. / *0 18 0½*	9 19 7
11,105A	„	Shibdon Road Board School	..	14	1 19 5½	..	24	4 7 1½	6 6 6
1172A	Brandon Colliery.	Miners' Hall, Commercial Street.	..	7	1 11 6½	..	..	..	1 11 6
1172	Browney Colliery.	Browney British Schools	..	33	6 12 9½	..	..	..	6 12 9
11,138	Burnhope	Colliery School	..	..	..	..	19	3 12 4½	3 12 4
11,163	Consett	British School	..	102	42 14 11½	..	30	7 15 0½	50 9 11
1105	Crook	Miners' Institute, Pease's West	..	90	62 0 5½	..	..	..	62 0 5
1154	„	Pease's West Board School	..	8	17 15 10½	..	..	..	17 15 10
1154A	„	Croft Street Board School	..	9	1 15 2½	..	24	2 12 1½	4 7 3
A 1104	Darlington	School of Science and Art, Technical College, Northgate	21	387	271 9 2½	40	240	162 6 0½ / *5 5 0½*	439 0 2
S9077	„	Grammar School, Vane Terrace. (School of Science.)	72	..	218 18 1	..	..	..	218 18 1
11,140	Dunston	Board Schools	..	28	6 13 7½	..	..	..	6 13 7
A 1109	Durham	School of Art, 64, Sadler Street	..	..	..	75	48	72 14 1½	72 14 1
1110	„	City Science School	..	26	20 2 7½	..	..	..	20 2 7
11100	„	University Lecture Rooms, Palace Green.	..	151	66 5 2½	..	..	..	66 5 2
11,182	Frosterley	South Board School	..	50	..	..	..	..	..
11,160	Gainford	Parochial School	..	..	..	..	13	2 5 8½	2 5 8
A 1118	Gateshead	School of Science and Art, Public Library, Swinbourne Street.	..	17	5 8 9	22	142	144 8 11	149 17 8
11,116A	„	Whitehall Road Higher Grade School.	121	131	72 19 8	165	88	69 6 6	142 6 2

(a) Included with School No. 1102.

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3. List of Schools and Classes—*continued.*

School No.	Place	Where held.	Science. Number under Instruction. Day.	Science. Number under Instruction. Even.	Science. Grants.	Art. Number under Instruction. Day.	Art. Number under Instruction. Even.	Art. Grants.	Total Grants.
	DURHAM—*continued.*				£ s. d.			£ s. d.	£ s. d.
S9011	Gateshead	Durham Road Higher Grade School. (School of Science.)	311	..	1,482 6 0	..	..	..	1,482 6 0
11,116B	„	Durham Road Girls' Higher Grade School.	..	83	82 13 8	..	..	..	82 13 8
1152A	„	Redheugh Board School, Prest Street.	..	30	10 11 0	..	14	1 9 11	12 0 11
1159	„	North Eastern Railway Literary Institute, Half Moon Lane.	..	130	79 5 10	..	26	4 17 9	84 3 7
1167	„	Abbot Memorial Industrial School, Durham Road.	..	60	36 4 11	..	..	.. / *13 19 0*	50 3 11
11,127	Hartlepool	Henry Smith School, Friar Street.	..	43	21 19 4½	..	16	9 0 0½	30 19 4
S9151	„	Henry Smith School, Friar Street. (School of Science.)	33	..	104 4 8½	..	..	..	104 4 8
1171A	Hetton-le-Hole.	National and Barrington School.	..	107	40 4 7½	..	33	6 6 2½ / *6 6 0½*	52 16 9
1170	Heworth	High Heworth National Schools.	..	48	14 19 5½	..	..	..	14 19 5
11,168	Houghton-le-Spring.	Lambton Mixed School, Newbottle Street.	..	..	...	..	19	2 7 4½	2 7 4
11,175	Howdon-le-Wear.	Colliery Schools, High Grange.	..	15	6 10 4½	..	31	3 16 8½	10 7 0
11,197	Howden-le-Wear.	Hargill Road Board Schools	..	27	10 12 6½	..	..	..	10 12 6
1190	Hunwick	National School	..	23	11 1 11½	..	..	..	11 1 11
1196	Hylton	Ford Board School, Albion Street.	..	36	2 8 2½	..	..	..	2 8 2
1120	Jarrow-on-Tyne.	Mechanics' Institute, Ellison Street	..	157	97 5 10½	..	..	..	97 5 10
1157	„	Grange Higher Grade Board School, Birch Street.	..	182	82 19 4½	..	156	40 14 0½	123 13 4
S9018	„	Grange Higher Grade Board School, Birch Street (School of Science).	221	..	1,008 10 3	..	..	..	1,008 10 3
11,191	Middleton-in-Teesdale.	Grammar School, Wesley Terrace	22	..	8 3 8½	15	19	8 12 6½	16 16 2
1151	Murton Colliery.	Boys' School	..	52	14 1 1½	..	18	4 18 4½ / *7 7 0½*	26 6 5
1160A	Newbottle	Girls' Board School	..	..	..	..	19	3 14 5½	3 14 5
11,148	New Brancepeth Colliery.	Schools	..	28	6 11 0½	..	..	..	6 11 0
1181	New Seaham	Girls' School	..	50	23 11 8½	..	..	..	23 11 5
11,132	New Shildon	Mechanics' Institute, Cross Street.	..	14	4 4 2½	..	33	8 8 8½	12 12 5
11,132A	„	Cross Street British Schools	..	33	14 6 8½	..	..	..	14 6 8
1145	New Silksworth.	Boy's Schools	..	34	8 6 11½	..	..	.. / *8 17 0½*	17 3 11
1179	Oakenshaw	Y.M.C.A.	..	11	2 10 0½	..	..	..	2 10 0
11,152	Ouston	Miners' Institute	..	22	8 0 8½	..	25	2 13 2½	10 13 10
1123	Seaham Harbour.	National Schools	..	51	11 18 10½	..	10	1 4 8½	13 3 6
11,132B	Shildon	National Schools	..	..	..	..	13	2 15 3½	2 15 3
1149	South Hetton	Girls' School	..	21	11 3 8½	..	..	..	11 3 8
11,112	South Shields	Laygate Lane Board School	..	29	4 7 2	..	12	1 9 2	5 16 4
1125	„	Ocean Road Board School (Boys).	..	60	31 13 4	..	..	..	31 13 4
1125A		Westoe Road Higher Grade Board School.	..	177	87 11 9	..	70	85 7 0	172 18 9
S9036	„	Westoe Road Higher Grade Board School (School of Science).	334	..	1,695 3 3	..	..	..	1,695 3 3
1125C	„	Stanhope Road Board School	53	..	31 4 4	53	..	14 19 7	46 3 11
11,122	„	Holy Trinity National School, Commercial Road.	..	28	5 15 3	..	..	.. / *17 5 0*	23 0 3
1135	„	St. John's Higher Grade School, St. John's Terrace.	..	93	47 3 0	..	9	2 13 0 / *20 11 0*	70 7 0
S9023	„	St. John's Higher Grade School, St. John's Terrace (School of Science).	50	..	219 11 4	..	..	..	219 11 4
A11,151	„	School of Science and Art, High School, Ltd., Mowbray Road.	..	5	66 18 10	106	84	153 19 4	220 18 2

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List of Schools and Classes—*continued.*

School No.	Place.	Where held.	Science.			Art.			Total Grants.
			Number under Instruction.		Grants.	Number under Instruction.		Grants.	
			Day.	Even.		Day.	Even.		
	DURHAM—*continued.*				£ s. d.			£ s. d.	£ s. d.
1189	South Shields	Marine School, Ocean Road	20	74	52 13 2	..	..	..	56 2 2
								3 9 0	
1166	Southwick (Sunderland).	Board School	..	20	6 8 5‡	..	..	..	6 8 5
11,125	Spennymoor	Mount Pleasant Board Schools, North Road.	..	85	34 18 7‡	..	27	3 17 0‡	38 15 7
11,125A	„	Rosa Street Board Schools	..	75	12 15 6‡	..	..	..	12 15 6
1174A	Stanley	Board Schools	..	12	1 15 8‡	..	..	..	1 15 8
11,196	„	West Stanley Board Schools	..	109	36 0 3‡	..	..	..	36 0 3
1195	Stockton-on-Tees.	Technical Institute, Nelson Terrace.	..	287	216 17 1	..	78	50 2 1	275 19 2
								9 0 0	
S9125	„	Grammar School, Norton Road (School of Science).	51	..	165 16 6‡	..	.	..	165 16 6
	„	Nelson Terrace Higher Grade Board School (School of Science).	139	..	520 14 4	..	..	..	520 14 4
1117	Sunderland	Bede Higher Grade Board School, Grange Road.	..	176	127 14 5	..	32	6 15 0	134 9 11
S9130	„	Bede Higher Grade Board School, Grange Road (School of Science).	204	..	1,252 13 1	..	..	..	1,252 13 1
1117A	„	Hudson Road Board School, Villiers Street, South.	..	363	231 14 9	156	..	77 3 2	370 19 11
								62 2 0	
1117B	„	Board School, Valley Road	34	..	69 9 9	34	..	8 16 4	78 6 1
A1141	„	School of Science and Art, Town Hall, Athenæum Street.	1	61	40 16 4	37	135	261 12 8	329 3 0
								26 14 0	
1143	„	Young Men's Christian Association, Borough Road and John Street.	..	209	120 8 1	..	10	0 11 2	143 12 3
								22 13 0	
1144	„	Hendon Church Institute, Smyrna Place, Borough Road.	..	110	47 1 5	..	..	..	99 5 5
								52 4 0	
1144B	„	St. Thomas' Lecture Hall, John Street.	..	87	12 8 3	..	..	..	26 7 3
								13 19 0	
1168	„	Co-operative Society Buildings, Green Street.	..	173	112 8 5	..	..	..	128 9 5
								16 1 0	
11,126A	Tow Law	Wesleyan Day School	..	13	4 1 8‡	..	..	..	4 1 8
11,119	West Hartlepool.	St. Joseph's Convent, Victoria Road.	12	61	97 16 0	..	86	46 4 8	144 0 8
A 11,177	„	School of Science and Art, Technical College, Hart Road.	..	425	305 6 7‡	90	53	106 5 4‡	411 11 11
S9060	„	Technical School, Lauder Street (School of Science), (School Board Classes.)	171	..	919 19 9	..	..	..	919 19 9
11,140A	Whickham	Parochial School	..	11	2 12 11‡	..	..	..	2 12 11
11,146	Willington	Brancepeth Colliery Literary Institute.	..	7	8 3 4‡	..	..	..	8 3 4
11,146A	„	Board School	..	17	..	..	17	2 14 4‡	2 14 4
11,146C	„	National Schools	..	29	7 0 8‡	..	..	..	7 0 8
11,104	Witton Park	School	..	..	..	..	22	6 1 8‡	6 1 8
1197	Witton-le-Wear	Board School	..	20	2 10 0‡	..	..	..	2 10 0
1138	Wolsingham	Wesleyan Day School	..	71	37 18 5‡	..	..	..	37 18 5
1138A	„	National Schools	..	..	..	..	10	0 15 6	0 15 6
	ESSEX:								
1233W	Barking	Technical School, East Street	..	10	3 1 6‡	..	58	14 15 6‡	17 17 0
1233Y	„	Technical School, Gascoigne Road.	..	45	12 3 10‡	..	..	..	12 3 10
1233T	Braintree	Manor Street Board School	..	12	2 11 0‡	..	70	40 11 0‡	43 2 0
1262	Brentwood	Coptfold Road National School	..	15	*a*	..	80	61 10 2‡	61 10 2
1262A	„	Grammar School, Ingrave Road	..	12	21 10 4‡	..	..	..	21 10 4
1262B	„	Bleak House School	..	13	8 13 8‡	..	..	..	8 13 8
1230	uckhurst Hill	Art Class, Prince's Road Boys' Board School.	..	1	..	..	51	13 17 10‡	13 17 10
1234	„	Epping Forest Science and Art Class, 8, Knighton Villas.	..	2	..	10	20	..	..
1236	„	Princes Road Boys' Board School.	23	..	6 12 5	..	..	..	6 12 5

a Included with School No. 1262B.

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3. List of Schools and Classes—*continued.*

School No.	Place.	Where held.	Science. Number under Instruction. Day.	Science. Number under Instruction. Even.	Science. Grants. £ s. d.	Art. Number under Instruction. Day.	Art. Number under Instruction. Even.	Art. Grants. £ s. d.	Total Grants. £ s. d.
	ESSEX—*continued.*								
1207	Burnham-on-Crouch.	Board Schools	..	1	0 11 3½	..	16	4 3 8½	4 14 11
1249	Chelmsford	King Edward VI. Grammar School.	..	27	6 8 9½	..	..	..	6 8 9
S9105	„	King Edward VI. Grammar School (School of Science).	90	..	303 1 3½	..	..	..	303 1 3
1233L	„	Science and Art Classes Committee House, Crane Court, High Street.	..	128	65 14 9½	27	218	116 5 7½ *1 4 0½*	183 4 4
1208	Clacton-on-Sea	Pier Avenue Wesleyan School	..	15	4 19 6½	..	43	29 5 2½	34 4 8
A1256	Colchester	Albert School of Science and Art, High Street.	..	167	178 16 0	214	45	185 16 6	364 12 6
S9179	Dunmow	Countess of Warwick's Secondary School, Bigods (School of Science).	33	..	128 16 1½	..	..	..	128 16 1
1211	Earl's Colne	Grammar School	23	..	23 18 7½	21	..	6 10 5½	30 9 0
1209A	East Ham	Laboratory, Nelson Street, High Street South.	..	16	4 5 1	..	..	..	4 5 1
1233	Grays	Quarry Hill Board School	..	64	23 18 9½	..	61	36 14 8½ *9 3 0½*	69 16 5
1233J	„	Palmer's Endowed School (Technical Instruction Classes).	..	12	12 9 5½	..	..	..	12 9 5
1235	„	Bridge Road School	..	27	7 10 4½	..	13	1 8 2½	8 18 6
1235	„	Palmer's Endowed School (Boys').	85	..	127 10 8½	86	..	33 15 3½	161 5 11
1235A	„	Palmer's Endowed School (Girls').	24	..	39 5 2½	41	..	22 15 3½	62 0 5
1233U	Halstead	Co-operative Stores, Trinity Street	..	..	..	12	40	14 5 3½	14 5 3
1245	Harwich	Esplanade Board School	..	51	11 3 4½	..	..	..	11 3 4
1245A	„	Dovercourt Central Board School.	..	..	..	66	..	8 16 11½	8 16 11
A1270	Leyton	School of Science and Art, Technical Institute, Adelaide Road.	..	98	70 11 8½	35	114	92 16 3½	163 7 11
S9183	„	School of Science and Art, Technical Institute, Adelaide Road (School of Science).	149	..	687 2 3½	..	..	..	687 2 3
1233O	Maldon	Temperance Hall, Market Hill	..	32	3 19 8½	..	..	..	3 19 8
1233B	Orsett	National School	..	..	..	..	15	2 14 5½	2 14 5
1264	Prittlewell	Church of England School	..	13	5 2 10½	..	..	..	5 2 10
1233R	Rayleigh	Boys' School	..	..	..	..	20	2 4 6½	2 4 6
1233S	Rochford	Board School	..	..	..	..	12	2 4 5½	2 4 5
1237	Saffron Walden	Friends' Adult School Room, High Street.	..	11	2 5 2½	..	33	27 3 0½	29 8 2
1239	„	Grammar School	32	..	19 0 11½	..	..	..	19 0 11
A1243	Southend	School of Science and Art, Technical Institute, Clarence Road.	..	138	99 2 2	25	98	133 11 6	232 13 8
S9125	„	School of Science and Art, Technical Institute, Clarence Road (School of Science).	138	..	814 13 0	..	..	..	814 13 0
1233A	Stanford-le-Hope.	National School	..	..	..	..	20	4 5 9½	4 5 9
1212	Stratford	Great Eastern Railway, Mechanics' Institute, New Town.	..	168	119 0 6	..	87	20 14 6 *38 11 0*	178 6 0
1213	„	Carpenters' Institute, Jupp Road, Lett Road.	36	315	186 2 7	..	41	7 6 4	198 8 11
S9049	„	Carpenters' Institute, Jupp Road, Lett Road (School of Science).	191	..	771 18 0	..	..	..	771 18 0
1219B	„	Russell Road Board School, Victoria Docks (Pupil Teachers' Centre).	132	..	218 8 6	180	..	66 9 0	284 17 6
1242	Walthamstow	Monoux School, High Street	..	11	12 17 0	..	..	..	12 17 0
S9056	„	Monoux School, High Street (School of Science).	96	..	352 13 0	..	..	..	352 13 0

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3. List of Schools and Classes—*continued.*

School No.	Place.	Where held.	Science.			Art.			Total Grants.
			Number under Instruction.		Grants.	Number under Instruction.		Grants.	
			Day.	Even.		Day.	Even.		
					£ s. d.			£ s. d.	£ s. d.
	ESSEX—*continued.*								
A 1252	Walthamstow	School of Science and Art, Grosvenor House, Hoe Street..	7	16	3 16 2	46	50	258 8 1	262 4 3
1275	„	High School for Girls, Church Hill.	28	..	7 7 9	..	..	..	7 7 9
1293	„	Technical Institute, Hoe Street.	..	199	128 18 1½	..	..	..	128 18 1
S 9162	„	Technical Institute, Hoe Street (School of Science).	141	..	449 11 9½	..	..	..	449 11 9
1294	„	Trinity Sunday School, West Avenue Road (Pupil Teachers' Centre).	92	..	102 12 0	99	..	33 10 8	136 2 8
1222	Wanstead	Infant Orphan Asylum	42	42	16 2 6	..	..	..	16 2 6
1219A	West Ham	Water Lane (Pupil Teachers' Centre).	142	..	210 18 7	91	..	36 14 0	247 12 7
A 1223	„	School of Science and Art, Municipal Technical Institute Romford Road.	..	700	215 17 0	..	100	101 13 9	317 10 9
	GLOUCESTERSHIRE:								
A 1302	Brimscombe	School of Science and Art, Polytechnic Testimonial School, London Road	..	23	13 15 1	24	70	37 13 9	51 8 10
1305	Bristol	Broad Weir (Pupil Teachers' Centre).	215	..	169 19 8	180	..	47 8 2	217 7 5
1305B	„	Merrywood Higher Grade Board School, Bedminster.	86	..	71 5 4	86	..	49 8 0	120 13 4
S 9100	„	St. George Higher Grade Board and Technical School (School of Science).	189	..	1,032 17 9	..	..	..	1,032 17 9
1305C	„	St. George Higher Grade Board School (Pupil Teachers' Centre).	..	..	..	50	..	15 15 0	15 15 0
1305H	„	Fairfield Road Higher Grade Board School.	111	..	155 7 1	109	..	41 3 6	196 10 7
A 1307	„	School of Science and Art, Merchant Venturers' Technical College, Unity Street.	144	409	765 15 10	58	..	106 16 4 *51 0 0*	923 12 2
S 9016	„	Merchant Venturers' Technical College, Unity Street (School of Science).	286	..	1,536 12 3	..	..	..	1,536 12 3
1307C	„	Dr. Bell's School, Fishponds	..	8	0 19 5	..	—	..	0 19 5
1307D	„	St. Lawrence Parish Room, Leadhouse Lane.	..	21	10 12 8	..	..	*6 9 0*	17 1 8
1307F	„	Merrywood Higher Grade Board School.	..	16	3 16 8	..	..	..	3 16 8
1307G	„	School of Art, Queen's Road	..	34	8 7 9	..	..	..	8 7 9
1307H	„	St. George Higher Grade Board School.	..	27	34 8 10	..	..	*1 16 0*	36 4 10
1307J	„	Fairfield Road Higher Grade Board School.	..	24	6 10 2	..	..	*1 16 0*	8 6 2
A 1310	„	School of Art, Queen's Road	..	..	..	148	179	419 0 8	419 0 8
A 1310B	„	Dr. Bell's School, Fishponds	..	..	..	..	22	7 4 6	7 4 6
A 1310D	„	St. Lawrence Parish Room, Leadhouse Lane.	..	..	..	..	39	41 12 1	41 12 1
1310E	„	Merrywood Higher Grade Board School.	..	..	..	..	21	10 18 0	10 18 0
1310F	„	Castle Green	..	..	..	..	27	6 14 2	6 14 2
1310H	„	St. George Higher Grade Board School.	..	..	..	..	11	0 13 5	0 13 5
1310J	„	Bishop Road Board School	..	..	..	..	5	0 18 2	0 18 2
1310K	„	Fairfield Road Higher Grade Board School.	..	..	..	..	48	26 1 1	26 1 1
1310L	„	Merchant Venturers' Technical College.	..	..	..	..	41	19 9 5	19 9 5
1306	„	Christian Brothers' College, Berkeley Square.	24	..	7 4 9	41	..	13 11 6	20 16 3
1308	„	North Street Wesleyan School, Stokescroft (P.)	..	77	78 5 2	..	..	..	78 5 2

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3. List of Schools and Classes—*continued.*

School No.	Place.	Where held.	Science.			Art.			Total Grants.
			Number under Instruction.		Grants.	Number under Instruction.		Grants.	
			Day.	Even.		Day.	Even.		
	GLOUCESTERSHIRE—*continued.*				£. s. d.			£ s. d.	£ s. d.
1309	Bristol	Colston's Boarding School, Stapleton.	37	..	..	128	..	..	..
1313A	"	University College, Tyndall's Park.	..	57	20 11 11	..	..	..	20 11 11
A1315	"	School of Science and Art, Kensington House, 31, Berkeley Square.	14	25	21 3 0	83	103	461 14 8	482 17 8
1316	"	Clifton Laboratory, 27, Berkeley Square.	..	135	201 9 0	..	..	..	201 9 0
1325	Cheltenham	Christ Church Higher Grade National School, Malvern Road.	31	63	31 12 3	44	..	11 9 4	43 1 7
A1335	"	School of Science and Art, Clarence Street.	6	14	4 6 6	36	146	215 15 11	220 2 5
1367	"	Grammar School, High Street	7	..	17 18 3	30	..	12 16 9	30 15 0
S9075	"	Grammar School, High Street (School of Science).	44	..	149 5 6	..	..	..	149 5 6
1367A	"	Public School of Science, Technical School, Free Library Buildings, Clarence Street.	..	110	59 2 1	..	..	..	59 2 1
1339	"	Ladies' College	51	..	13 19 4	..	..	..	13 19 4
1394	Chipping Campden.	Technical School, High Street	..	..	..	..	13	3 7 9	..
1336	Cirencester	Corn Hall Buildings, Market Place.	1	1	..	27	19	16 6 9	16 6 9
1339	"	Grammar School, Victoria Road.	26	..	7 15 5	32	..	9 8 0	17 3 5
1339A	"	Technical School, Victoria Road	..	14	6 4 11	..	..	..	6 4 11
1338	Coleford	St. John's Boys' School, Bowen's Hill.	..	3	0 14 5	..	28	6 8 4	7 2 9
A1340	Gloucester	School of Science and Art, Municipal Schools, Brunswick Road.	120	480	600 18 6‡	160	150	225 4 0‡ *41 2 0‡*	957 4 6
1370	"	Sir Thomas Rich's School, Barton Street.	116	..	148 6 0	139	..	49 10 8	197 16 8
A1378	Lydney	School of Science and Art, Lydney Institute, The Cross.	80	12	21 1 4	100	104	91 6 4	112 7 8
1339	Nailsworth	Amberley, St. Loe's School	32	..	9 11 5	54	27	12 1 2	21 12 7
1383	"	Church Street National School	..	16	10 13 7	..	..	..	10 13 7
A1350	Stroud	School of Science and Art, High Street, Lansdown.	..	60	27 0 8	75	62	93 5 9	120 6 5
1386	"	Marling School	55	..	142 2 11	..	..	..	142 2 11
1372	"	Church Street Board School	6	..	1 7 9	62	..	21 15 0	23 2 9
1397	Tetbury	Collegiate School, Long Street	39	..	6 1 5	..	..	..	..
1354	Tewkesbury	Town Hall Buildings	..	..	..	4	44	5 19 0	5 19 0
1354A	"	Science Class Room, The Oldbury.	..	38	12 13 2	..	..	..	12 13 2
	HAMPSHIRE:								
1428	Aldershot	The Institute, Victoria Road	..	6	1 8 3‡	..	32	4 17 4‡	6 5 7
1428A	"	West End Board School	..	23	5 0 0‡	..	25	3 10 8‡	8 11 2
1402	Alton	Mechanics' Institute and Curtis Museum, High Street.	..	..	..	10	20	19 5 9‡	19 5 9
1436	"	Eggar's Grammar School	24	..	28 18 10‡	28	..	12 18 6‡	41 17 4
A1403	Andover	School of Science and Art, The Institute.	2	2	0 12 11‡	13	38	41 14 3‡	42 7 2
1468	"	Grammar School	45	..	16 8 3‡	52	..	9 13 6‡	26 1 9
1459	Basingstoke	Fairfield Board School	25	33	25 7 7‡	17	..	5 9 6‡	30 17 1
1459A	"	Queen Mary's Grammar School, Worting Road.	24	..	(a) ..	..	..	..	..
S9096	"	Queen Mary's Grammar School, Worting Road (School of Science).	30	..	157 11 5‡	..	..	..	157 11 5
1410	Bishop Waltham.	The Institute	..	6	0 15 0‡	5	19	3 9 6‡	4 4 6
A1451	Bournemouth	School of Science and Art and Technical School, Poole Hill.	15	60	43 2 1‡	47	203	237 4 7‡	280 6 8

(a) Included with School No. 1459.

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3. List of Schools and Classes—*continued.*

School No.	Place.	Where held.	Science.			Art.			Total Grants.
			Number under Instruction.		Grants.	Number under Instruction.		Grants.	
			Day.	Even.		Day.	Even.		
	HAMPSHIRE—*continued.*				£ s. d.			£ s. d.	£ s. d.
1441	Bournemouth	High School for Girls, Norwich Avenue	73	..	14 19 7½	112	..	30 17 2½	45 16 9
1401	„ -	Pokesdown Science and Technical School, Christchurch Road.	..	62	9 2 4½	13	66	31 4 4½	40 6 8
A1418	Bournemouth (East).	Drummond Road School of Science and Art, People's Institute.	64	140	44 16 1½	36	270	220 19 1½	265 15 2
1477	Christchurch -	Town Hall, High Street - -	..	20	4 9 2½	10	37	14 18 9½	19 7 11
1460	Cowes (West) (Isle of Wight).	St. Mary's Street School Room	..	26	7 10 7	..	..	..	7 10 7
1460A	„ -	Town Hall - - - - -	..	17	2 0 0	..	..	..	2 0 0
1455	Eastleigh -	London and South Western Railway Institute.	..	15	2 16 8½	..	46	28 17 6½	31 14 2
1409	Gosport - -	Technical Institute - - -	28	9	2 5 5½	6	80	35 0 8½	37 6 1
1476	Lymington -	New Lane Boys' National School.	..	..	..	..	25	4 10 10½	4 10 10
1431	Newport (Isle of Wight).	Carisbrooke Road National School.	158	..	24 1 9	159	27	26 11 11	50 13 8
1475	Odiham - -	Grammar School - - -	19	..	4 1 2½	35	.	5 17 4½	9 18 6
1457	Petersfield -	St. Peter's Road Board School	10	..	2 2 0½	10	..	3 4 0½	5 6 9
S9121	„ - -	Churcher's College (School of Science).	48	..	194 3 0½	..	..	..	194 3 9
1407	Portchester -	Castle Road Board School -	..	22	12 10 10½	..	24	4 4 6½	16 15 4
A1412	Portsmouth -	Southsea School of Science and Art, Elm Grove.	..	8	2 19 8½	52	136	124 13 4½	127 13 0
1479	„ - -	The Grammar School, High Street.	118	..	76 1 9½	..	..	..	76 1 9
1480	„ - -	Municipal Technical Institute, Arundel Street, and Board School, Penhale Road.	21	766	1,117 8 7½	..	102	32 0 0½ *13 4 0*½	1,162 12 7
1432	„ - -	Southsea Victoria Road North Higher Grade Board School.	216	213	319 4 4	68	226	141 2 3	460 6 7
S 9181	„ - -	Southsea Victoria Road North Higher Grade Board School (School of Science).	150	..	699 16 10	..	..	..	699 16 10
A1415	Ryde (Isle of Wight).	School of Science and Art, George Street.	2	47	41 10 11	33	76	80 5 9	121 16 8
1404	Shanklin (Isle of Wight).	Literary and Scientific Institute, Steephill Road.	..	4	..	20	60	14 1 4	14 1 4
A1417	Southampton-	School of Science and Art, Hartley Institute.	200	400	249 7 1	200	110	271 15 11	521 3 0
1419	„ - -	Taunton's Trade School - -	..	..	..	..	49	34 17 2	34 17 2
S 9070	„ - -	Taunton's Trade School (School of Science).	164	..	555 18 3	..	..	..	555 18 3
A1422	„ - -	School of Art, Philharmonic Hall.	..	4	0 10 6	21	59	79 19 8	80 10 2
1423	„ - -	King Edward VI. Grammar School, West Marland.	114	..	122 11 8	106	..	27 15 11	150 7 7
1466	„ - -	Argyle Road Technical Board School.	77	44	80 2 8	188	183	64 3 7	144 6 3
1435	Ventnor (Isle of Wight).	Ventnor and Bonchurch Literary and Scientific Institute.	..	5	..	20	31	16 3 1	16 3 1
A1426	Winchester -	School of Science and Art, Guildhall.	1	19	6 13 0	99	104	140 10 5	147 3 5
1440	, -	Peter Symonds' School, 39, Southgate Street.	9	..	4 9 6½	..	..	..	4 9 6
S 9239	„ -	Peter Symonds' School (School of Science).	47	..	180 10 1½	..	..	..	180 10 1
1425	Woolston -	Boys' Board School - - -	..	25	4 3 6½	..	25	4 12 1½	8 15 7

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List of Schools and Classes—*continued.*

School No.	Place.	Where held.	Science. Number under Instruction. Day.	Science. Number under Instruction. Even.	Science. Grants. £ s. d.	Art. Number under Instruction. Day.	Art. Number under Instruction. Even.	Art. Grants. £ s. d.	Total Grants. £ s. d.
	HEREFORDSHIRE:								
1512	Bromyard	Grammar School	13	..	5 3 1½	..	..	..	5 3 1
1513	„	Mission Hall	..	..	..	..	31	2 1 2½	2 1 2
A1591	Hereford	School of Science and Art, The Old Museum, Castle Green.	..	26	15 7 0½	88	46	64 19 10½ *6 12 0½*	86 18 10
1520B	Kington	Grammar School	..	12	4 2 4½	..	..	..	4 2 4
1518	Ledbury	Barrett Browning Institute, The Lower Cross.	..	..	..	..	41	13 8 2½	13 8 2
1508A	Leominster	Technical Institute, Free Library, South Street.	..	..	..	11	29	12 5 6½	12 5 6
1506	Ross	Cantilupe Road Board School	..	2	0 7 10½	..	27	3 0 1½	3 7 11
	HERTFORDSHIRE:								
1603	Barnet (High)	Queen Elizabeth Grammar School (Boys), Wood Street.	50	..	26 1 3	38	..	7 0 7	33 1 10
1644	„	Queen Elizabeth Grammar School, Wood Street, County Council Classes.	6	8	0 16 2½	16	..	5 11 10	6 8 0
1645	„	Queen Elizabeth Grammar School, Wood Street University Extension Classes.	..	..	..	..	33	13 11 10½	13 11 10
1605	Berkhamsted (Great).	Mechanics' Institute, Town Hall.	..	..	..	..	10	6 0 10½	6 0 10
S 9093	„	King Edward VI. Grammar School (School of Science).	72	..	304 18 4	..	..	..	304 18 4
1617	Bishop's Stortford.	Technical School, Church Street	..	6	0 19 6½	..	51	32 18 4½	33 17 10
1619	Cheshunt	Waltham Cross, Trinity School	..	6	0 10 2½	..	13	1 0 2½	1 10 4
1619A	„	College Road, British School	..	6	..	..	22	4 4 6½	4 4 6
1625	Chorley Wood	Church of England School	..	22	3 17 4½	..	29	1 7 8½	5 5 0
1620	Harpenden	The Institute, High Street	..	..	..	11	..	1 13 5½	1 18 5
1628	Hemel Hempstead.	Technical Class Room, Queen Street.	..	18	11 19 7½	..	20	7 11 8½ *9 9 0½*	29 0 3
A1623	Hertford	East Herts School of Art, Old Cross.	..	11	..	27	60	77 7 0½	77 7 0
1623A	„	Grammar School, Fore Street, Technical Instruction Classes.	..	9	5 8 0½	..	..	..	5 8 0
1636	„	Grammar School, Fore Street	49	..	10 4 0½	..	..	..	10 4 0
1607	Hitchin	St. Mary's National School	..	22	2 3 0½	..	71	35 16 0½	37 19 0
1607A	„	Grammar School (Evening and Saturday Classes).	..	7	4 6 3½	..	..	..	4 6 3
1607B	„	Town Hall, Brand Street	..	6	0 17 0½	..	..	..	0 17 0
1608	„	Grammar School (Day Classes).	111	..	21 4 5½	30	..	..	21 4 5
1632	Hoddesdon	Paul's Lane, National School	..	..	..	..	35	12 7 7½	12 7 7
A1609	St. Albans	School of Science and Art, Public Library, Victoria Street.	..	16	15 7 4½	72	67	70 6 11½ *14 11 0½*	100 5 3
1609A	„	Grammar School	96	36	65 12 10½	37	..	5 13 8½	71 6 6
1672	Sawbridgeworth.	Fawbert and Barnard's British School, Knight Street.	..	..	..	..	29	2 15 8½	2 15 8
1650	Tring	Victoria Hall, Akeman Street	..	5	3 7 6½	..	17	3 7 6½ *2 14 0½*	9 9 0
1641	Ware	Grammar School, Musley Hill	25	..	31 9 0½	..	..	..	31 9 0
A1613	Watford	School of Science and Art, Public Library, Queen Street.	..	125	79 8 4½	18	74	117 6 9½	196 15 1
1629	„	Endowed Schools, Derby Road	52	36	48 6 11½	58	..	9 3 10½	57 10 9
S 9073	„	Endowed Schools, Derby Road (School of Science).	86	..	329 16 5½	..	..	..	329 16 5
	HUNTINGDONSHIRE:								
1701	Alconbury	National School	..	..	..	7	..	0 19 10	0 19 10
1702	Huntingdon	All Saints' Parish Room, Ferrars Road.	14	..	1 2 7	23	37	15 2 10	16 5 5
1702A	„	Ermine Street Boys' National School.	..	..	..	..	44	2 2 10	2 2 10
1707	Kimbolton	School Room	..	8	0 9 6	..	12	2 3 9	2 13 3

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List of Schools and Classes—*continued.*

School No.	Place.	Where held.	Science. Number under Instruction. Day.	Science. Number under Instruction. Even.	Science. Grants. £ s. d.	Art. Number under Instruction. Day.	Art. Number under Instruction. Even.	Art. Grants. £ s. d.	Total Grants. £ s. d.
	HUNTINGDONSHIRE—*continued.*								
A1710	Ramsey	The Institute, Great Whyte, Branch of Peterborough School of Science and Art.	..	6	..	..	35	8 7 3	8 7 3
1713	„	Grammar School, High Street	16	..	3 3 10	16	..	3 4 7	6 8 5
1708	St. Ives	North Road Boys' Board School	..	33	3 15 2	..	14	1 14 6	5 9 8
1711A	St. Neots	Eynesbury School Room, St. Mary's Street.	..	..	..	..	14	2 13 9	2 13 9
A1710A	Warboys	Board School, Branch of Peterborough School of Science and Art.	..	4	0 15 8	..	8	7 16 6	8 12 2
	KENT:								
1801	Ashford	Assembly Rooms, High Street	..	47	15 3 2	..	49	15 19 11 *4 7 0*	35 10 1
1954	„	South Eastern Railway Mechanics' Institute, New Town.	..	33	5 16 0	..	..	..	5 16 0
1806A	Belvedere	Bedwell Road Boys' Board School.	..	11	2 5 10	..	17	4 18 2	7 4 0
1934B	Bexley Heath	Upland Board School, Church Road.	..	.	..	..	34	8 8 7	8 8 7
1811	Borden	Grammar School	74	..	22 14 4	72	..	11 1 9	33 16 1
S9216	„	Grammar School (School of Science).	65	..	140 5 3	..	..	..	140 5 3
1807	Broadstairs	Temperance Hall, St. Peter's Road.	..	8	..	..	1	..	..
A1805	Bromley	School of Science and Art, Tweedy Road.	..	108	50 16 4	33	79	73 0 5	123 16 9
A1805B	„	St. Luke's Institute, Bromley Common, Branch School of Science and Art.	..	..	..	..	28	8 8 9	8 8 9
A1818	Canterbury	School of Science and Art, Sidney Cooper Gallery, St. Peter's Street.	..	30	17 19 3	50	81	184 15 11	202 15 2
S9104	„	Simon Langton School, Whitefriars (School of Science).	121	..	610 1 1	..	..	..	610 1 1
1820	„	Simon Langton School, Whitefriars (Girls')	20	..	11 3 9	..	..	..	11 3 9
1991	„	Broad Street National School	..	14	4 7 0	..	26	6 4 0	10 11 0
1821	„	St. Edmund's School, St. Thomas' Hill.	47	..	22 0 4	65	..	18 19 8	41 0 0
1822	„	Cookery School, Northgate	21	..	5 17 0	..	..	..	5 17
A1813	Chatham	Municipal School of Science and Art, Technical Institute, High Street.	..	194	118 18 1	6	91	56 13 4	175 11
1826	Dartford	West Hill National School	..	112	68 14 2	..	68	31 3 10	99 18 0
1826A	„	Ironworks Room, Hythe Street	56	..	51 11 2	..	..	..	51 11 2
1826B	„	Grammar School, West Hill	16	..	4 3 0	..	..	..	4 3 0
1828	Deal	Carter Institute, St. George's Hall, Park Street	..	55	19 16 11	19	73	54 10 1 *4 13 0*	79 0 0
A1842	Dover	Municipal School of Science and Art, Ladywell.	94	167	109 11 11	152	214	288 16 0 *31 19 0*	430 6 11
1978	Edenbridge	The Institute	..	2	0 11 0	..	7	2 5 8	2 16 8
1806B	Erith	Manor Road Board School	..	98	42 14 11	..	45	6 16 11	49 11 10
1853	Faversham	The Institute, East Street	..	..	..	..	55	28 7 3	28 7 3
1912	„	Wreight's School, Church Road	29	..	46 7 9	26	..	9 14 3	56 2 0
A1854	Folkestone	School of Science and Art, Technical School, Grace Hill.	..	99	63 0 11	52	98	123 12 11 *10 15 0*	197 6 10
1992	Gillingham	New Brompton Technical Institute, Green Street.	..	297	169 8 6	..	124	54 16 7 *1 7 0*	225 7 1
A1907	Gravesend	School of Science and Art, Municipal Technical School, Darnley Road.	..	136	152 8 3	39	80	191 5 4 *7 10 0*	351 3 7
S9186	„	Municipal Technical School, Darnley Road (School of Science).	82	..	394 7 10	..	..	..	394 7 10
1860	Hawkhurst	Victoria Hall, Highgate	..	..	..	..	12	2 15 0	2 15 0
1871	Maidstone	Grammar School for Girls, Albion Place, Sittingbourne Road.	67	..	43 7 5	79	..	56 19 1	100 6 6

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List of Schools and Classes—*continued*.

School No.	Place.	Where held.	Science. Number under Instruction. Day.	Science. Number under Instruction. Even.	Science. Grants.	Art. Number under Instruction. Day.	Art. Number under Instruction. Even	Art. Grants.	Total Grants.
	KENT—*continued*.				£ s. d.			£ s. d.	£ s. d.
A1872	Maidstone	Municipal School of Science and Art, St. Faith Street.	..	215	135 6 11	25	140	194 8 11	329 15 10
1994	"	Grammar School	..	..	..	42	..	5 4 8	5 4 8
S9197	"	Grammar School (School of Science)	28	..	91 17 9	..	..	..	91 17 9
A1982	Margate	School of Science and Art, Borough Technical Schools, Cecil Street.	4	67	22 11 4	24	77	117 14 1	140 5 5
1878	Northfleet	High Street Board Schools	..	61	14 12 10	..	41	22 14 6	37 7 4
7204E	Penge	Melvin Road Board School	..	34	1 10 8	..	..	..	1 10 8
1889	Ramsgate	St. George's Boys' Commercial School, Church Road.	..	55	31 12 8	..	..	..	31 12 8
1995	"	Borough Technical Schools, Cavendish Street.	8	50	34 8 11	7	102	36 2 1	70 11 0
S9123	Rochester	Sir J. Williamson's Mathematical School, High Street (School of Science).	91	..	298 6 3	..	..	..	298 6 3
1892A	"	Girls' Grammar School, Maidstone Road.	32	..	10 3 5	110	..	34 9 0	44 12 5
A1940	"	School of Science and Art, Technical Institute, High Street.	..	160	88 3 11	30	121	121 1 3	209 5 2
1986	Sevenoaks	Lecture Room, Lime Tree Walk	..	12	2 5 0	..	58	20 9 8	22 14 8
1981	Sheerness	Science and Art Classes, High Street, Mile Town.	..	120	79 19 9	..	90	46 14 10	126 14 7
1983	Sidcup	Art Classes, 6, Hawthorn Terrace, High Street.	..	..	..	4	10	15 8 8	15 8 8
1985	Sittingbourne	Crescent Street School	..	..	..	..	35	6 8 2	6 8 2
1896	Southborough	Art Class, Fern Terrace	..	..	..	..	16	3 3 9	3 3 9
1936	"	Holme Endowed School	24	..	4 9 7	21	..	3 2 8	7 12 3
1963	Swanley	Horticultural College, Hextable	66	91	190 14 9	..	..	..	190 14 9
1898	Tenterden	Justices' Room, High Street	..	..	..	2	18	4 4 10	4 4 10
1977A	Tonbridge	Miss Wilson's School Room, St. Mary's Road.	..	8	1 2 6	..	17	13 7 10	14 10 4
1908	Tunbridge Wells	Technical Institute, Calverly Road.	..	130	75 15 10	85	115	101 8 3 *36 6 0*	213 10 1
1955	Whitstable	Oxford Street Board School	..	..	..	..	21	10 19 4	10 19 4
1960	Yalding	Cleave Endowed School	18	..	7 8 2	..	..	..	7 8 2
	LANCASHIRE:								
A2009	Accrington	School of Science and Art, Municipal Technical School, Blackburn Road.	..	384	307 6 5	13	245	295 8 4 *21 6 0*	624 0 9
S9094	"	Municipal Technical School, Blackburn Road (School of Science).	150	..	878 3 9	..	..	..	878 3 9
2011	"	Howard Bullough School, Globe Works, Richmond Hill Street.	..	90	26 11 8	..	95	7 8 8	34 0 4
2013	Ashton-in-Makerfield.	Grammar School, Wigan Road	13	48	41 6 0½	..	19	5 14 9½	47 0 9
S9017*	Ashton-under-Lyne.	Albion School, Albion Street (School of Science).	68	..	322 13 10	..	..	..	322 13 10
2022	"	Mechanics' Institute, Church Street.	..	82	27 4 2	..	21	5 6 8	32 10 5
A2026	"	School of Science and Art, Municipal Technical School, Old Street.	..	310	191 7 5	27	222	247 7 6 *22 13 0*	461 7 11
2146A	Askam-in-Furness.	Board School	..	12	5 1 8½	..	18	4 15 9½	9 17 0
2268	Atherton	Science School and Art Class, York Street.	..	78	56 17 0	..	33	3 16 8	60 13 8
2003	Audenshaw	British School	..	12	1 19 11½	..	20	2 10 0½	4 9 11
2035	Bacup	Mechanics' Institute, Bridge Street.	..	65	19 0 8	..	90	20 8 3	39 8 11
2035B	"	Technical School, Spring Gardens.	..	97	42 13 4	..	..	..	42 13 4
2578	Barrowford	Rushton Street Central Board School.	..	21	7 10 6	..	..	..	7 10 6

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List of Schools and Classes—*continued.*

School No.	Place.	Where held.	Science.			Art.			Total Grants.
			Number under Instruction.		Grants.	Number under Instruction.		Grants.	
			Day.	Even.		Day.	Even.		
	LANCASHIRE—*continued.*				£ s. d.			£ s. d.	£ s. d.
A2041	Barrow - in - Furness.	School of Science and Art, Working Men's Club and Institute, Abbey Road and Ramsden Hall.	..	386	241 4 6	32	138	126 1 8 22 7 0	389 13 2
2041A	„ -	Duke Street Higher Grade Board School (Technical Classes).	..	262	231 11 2	..	..	..	231 11 2
S9042	„ -	Duke Street Higher Grade Board School (School of Science).	231	..	989 19 10	..	..	..	989 19 10
2054	Bickershaw -	Abram Colliery School - -	..	35	4 17 5	..	..	..	4 17 5
2046	Birkdale -	Swire Road Board School -	..	..	..	..	31	11 18 9½	11 18 9
2056	Blackburn -	Darwen Street Higher Grade School.	68	..	68 5 2½	68	..	20 5 0½	88 10 2
S9192	„ -	Municipal Technical School, Blakey Moor (School of Science).	89	..	205 4 7	..	..	..	205 4 7
2059	„ -	St. Peter Street Pupil Teachers' School.	110	167	214 3 1	176	123	55 8 10	269 11 11
2061	„ -	Montague Street Boys' Public Higher Grade School.	..	..	a	..	..	..	..
S9149	„ -	Boys' Public Higher Grade School, Montague Street (School of Science).	48	..	126 9 6	..	..	..	126 9 6
2061A	„ -	Girls' Public Higher Grade School, New Park Street.	28	..	20 11 8	28	..	8 19 5	29 11 1
A2063	„ -	School of Science and Art Technical School, Blakey Moor.	8	376	323 12 4½	70	280	223 6 9½	546 19 1
S9185	„ -	Grammar School, West Park Road (School of Science).	56	..	183 0 1½	..	..	..	183 0 1
2083	„ -	The Art School, Kensington Place.	..	13	7 3 6	..	50	56 9 4	63 12 10
2024	„ -	Convent of Notre Dame, Whalley New Road (Pupil Teachers' College).	..	42	37 5 4	..	57	16 2 2	53 7 6
2066	Blackpool -	Technical School, "Empress Buildings," Church Street.	..	153	57 1 2	..	130	46 14 9	103 15 11
2074	Bolton - -	Great Moor Street Central Higher Grade Board School.	..	216	183 3 7	..	136	36 10 3	219 13 10
S9041	„ -	Great Moor Street Central Higher Grade Board School (School of Science).	359	..	1,896 13 3	..	..	..	1,896 13 3
2080	„ -	Technical School, Mawdsley Street.	1	846	891 2 3½	..	..	..	891 2 3
2080A	„ -	Church Institute, Silverwell Street.	75	302	242 4 11½	122	230	112 18 1½	355 3 0
2080B	„ -	Textile and Engineering School, Bridgman Place.	45	121	105 6 6½	..	..	..	105 6 6
2080C	„ -	Great Moor Street Central Higher Grade School (Technical Instruction Classes).	..	211	160 8 11½	..	45	..	160 8 11
2080D	„ -	Public Offices, Astley Bridge -	..	23	6 14 3½	..	17	3 8 4½	10 2 7
2090	„ -	Grammar School, Bolton-le-Moors.	39	..	18 4 6½	60	..	16 4 7½	34 9 1
2094	Bootle - -	Hawthorn Road Board School.	..	40	31 2 11	..	24	4 8 5	35 11 4
2097	„ -	Museum and Technical School Free Library.	..	487	320 4 0½	..	82	17 17 9½	338 1 9
2100	Briercliffe -	Burnley Road Board School -	..	10	1 10 11½	..	..	..	1 10 11
2110A	Brierfield -	Wesley Street Wesleyan School.	..	..	..	..	17	8 7 0	8 7 1
2108	Burnley - -	Grammar School, North Parade.	14	..	31 9 5½	..	..	..	31 9 5
S 9195	„ -	Grammar School, North Parade (School of Science).	44	..	161 17 3½	..	..	..	161 17 3
A2104	„ -	School of Science and Art, Mechanics' Institute, York Street.	..	518	247 19 2½	42	388	409 8 3½ 17 8 0½	674 15 5

a Included with School No. 2061A.

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List of Schools and Classes—*continued.*

School No.	Place.	Where held.	Science.			Art.			Total Grants.
			Number under Instruction.		Grants.	Number under Instruction.		Grants.	
			Day.	Even.		Day.	Even.		
	LANCASHIRE—*continued.*				£ s. d.			£ s. d.	£ s. d.
2104C	Burnley	Technical School, Elizabeth Street.	..	319	282 14 11½	..	..	..	282 14 11
2104D	"	Victoria Hospital, Briercliffe Road.	..	13	6 3 5½	..	..	..	6 3 5
2106	"	Mechanics' Institute, Yorke Street (Higher Grade Board School Classes).	117	..	196 7 7	118	..	89 9 9	285 17 4
A2119	Bury	School of Science and Art, Municipal Technical School, Broad Street.	..	410	388 4 6	14	100	86 15 2	474 19 8
2122	"	Grammar School, The Wylde	110	..	65 19 7	60	..	14 17 6	80 17 1
2132	Castleton	Manchester Road Wesleyan School.	..	75	20 3 1	5	15	2 11 6	22 14 7
2124	Chadderton	St. Mark's School, Radclyffe Street.	..	34	4 10 4½	..	..	..	4 10 4
2124A	"	Drury Lane School, Hollinwood	..	85	18 11 0½	..	..	..	18 11 0
2125	Chorley	Science, Art, and Technical School, Market Place.	..	165	60 18 11	..	71	25 10 3	86 9 2
2130	Clayton-le-Moors.	Mechanics' Institute, Pickup Street.	..	15	4 16 9	..	14	0 18 6	5 15 3
2133	Clitheroe	Technical School, Holmes Mill, Factory Lane.	..	58	16 19 5½	..	58	30 12 10½	47 12 3
2502	Colne	Town Hall, Albert Road, and Technical Room, Derby Street.	..	132	76 10 2	..	125	51 3 5	127 13 7
2143	Crawshawbooth.	Municipal Buildings, Barley Holme.	..	16	3 0 0	..	13	3 14 0	6 14 0
2146	Dalton-in-Furness.	Chapel Street Board School	..	48	24 17 1½	..	58	29 15 6½	54 12 7
2146B	"	Nelson Street Board School	..	34	7 2 3½	..	..	..	7 2 3
2146D	"	Broughton Road Board School	..	32	22 6 2½	..	..	..	22 6 2
A2147	Darwen	School of Science and Art, Science, Art, and Technical School, Union Street, Higher Grade School.	..	207	144 6 6	..	125	87 1 0	231 7 6
S9134	"	Union Street, Higher Grade Board School (School of Science).	73	..	357 19 11	..	..	..	357 19 11
A2151A	Denton	School of Science and Art, Technical School, Peel Street.	..	62	33 18 6½	4	25	10 5 2½	44 3 8
2152	Droylsden	Educational Institute, Market Street.	..	28	6 6 6½	..	20	5 19 6½	12 6 0
2154	Earlestown	Viaduct Institute, Viaduct Street.	..	173	67 4 0	..	65	14 1 11	81 5 11
2560	Eccles	Municipal Technical Class, St. Andrew's School, Barton Lane.	..	69	20 1 11	..	42	14 1 6	34 3 5
2186	Failsworth	Industrial Society, Limited, Oldham Road.	..	..	..	..	15	..	..
2163	Fairfield	Moravian Ladies' School, Fairfield Square.	14	..	2 17 3½	70	..	14 19 6½	17 16 9
2567	Farnworth	Technical School, Co-operative Hall, Market Street.	..	121	35 8 10½	..	27	4 17 0½	40 5 10
2571	"	New Jerusalem School, Church Street, Kearsley.	..	4	0 9 7½	..	22	5 4 10½	5 14 5
2564	Fleetwood	Testimonial School, West Street.	..	81	34 6 1	..	64	8 13 2	42 19 3
2573	Garston	Technical School, St. Mary's Road.	..	75	19 3 6½	..	61	8 10 1½	27 13 7
2016	Golborne	Congregational School	..	19	7 5 0	..	21	3 11 6	10 16 6
2568	Gorton	Town Hall	..	74	46 18 4½	..	25	7 4 10½	54 3 2
2551	Great Harwood	Technical School, Police Street	..	..	..	..	20	4 13 9½	4 13 9
2172	Haslingden	The Institute, Dearden Gate	..	58	21 8 6	..	22	6 5 6	27 14 0
2172A	"	Technical School, Blackburn Road.	..	28	8 1 6	..	36	9 12 0	17 13 6
2554	Haydock	Colliery School and Lecture Hall, Haydock Colliery.	..	..	..	..	8	..	..
A2173	Heywood	School of Science and Art, Municipal Technical School, Hind Hill Street.	..	173	37 15 2	14	38	115 16 9	153 11 11

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List of Schools and Classes—*continued.*

School No.	Place.	Where held.	Science.			Art.			Total Grants.
			Number under Instruction.		Grants.	Number under Instruction.		Grants.	
			Day.	Even.		Day.	Even.		
	LANCASHIRE—*continued.*				£ s. d.			£ s. d.	£ s. d.
2558	Hindley	Technical School, Leyland Free Library, Market Street.	..	39	12 9 0	..	..	..	12 9 0
2558A	„	Technical School, Cross Street	..	40	13 9 2	..	52	18 19 0 *4 7 0*	36 15 2
2184	Horwich	Railway Mechanics' Institute, Chorley New Road.	..	303	190 3 4	..	115	36 3 8	226 7 0
2540	Kirkham	Charity School, Poulton Street	..	17	4 1 3½	..	..	..	4 1 3
2544	„	Grammar School	40	..	17 16 8	..	..	..	17 16 8
A2190	Lancaster	School of Science and Art, Municipal Technical School, Meeting House Lane.	..	337	133 16 4	100	245	317 18 3 *8 5 0*	464 19 7
2199	Leigh	Technical School, Railway Road.	162	241	385 9 0	171	132	82 15 3	468 4 3
2198	Levenshulme	Methodist Free Church School, Stockport Road.	..	2	..	..	19	5 16 3½	5 16 3
2185	Littleborough	Technical Institute, Church Street.	..	65	22 2 1	..	35	9 0 0	31 2 1
2562A	Little Hulton	Primitive Methodist School, Manchester Road East.	..	..	..	..	9	2 8 9½	2 8 9
2562B	„	Council Chambers	..	7	1 8 10½	..	..	..	1 8 10
2521	Little Lever	St. Matthew's Church of England Schools, Market Street.	..	12	2 3 2½	..	..	..	2 3 2
2520D	Liverpool	Clarence Street Pupil Teachers' College.	740	127	620 12 7	723	195	377 0 6	1,297 13 1
2212	„	School of Science and Technology, 21, Islington Flags.	..	502	405 14 0½	..	..	..	405 14 0
2212B	„	William Henry Street Board School.	..	19	5 11 8½	..	59	19 10 0½	25 1 8
2212F	„	New Chemical Laboratory, Colquitt Street.	49	153	267 4 11½	..	..	..	267 4 11
2212G	„	Brunswick School, Erskine Street.	..	17	2 12 0½	..	46	13 10 6½	16 2 6
2212H	„	Young Men's Christian Association, Mount Pleasant.	..	129	87 8 6½	..	..	..	87 8 6
2212J	„	Everton, St. Domingo Road, New Free Library and Technical School.	..	169	82 6 4½	..	34	5 8 4½	87 14 8
2212K	„	Balfour Institute, Smithdown Road.	..	79	22 11 6½	..	49	10 4 5½	32 15 11
2212L	„	Toxteth Park School of Science and Technology, 175, Wellington Road.	..	143	71 3 11½	..	43	7 10 5½	78 14 4
2212P	„	Branch School of Science, Technology and Art, Friends' School, 97, Islington.	..	99	60 18 5½	..	..	..	60 18 5
S9109	„	The Institute, Mount Street (School of Science).	436	..	1,311 0 2½	..	..	..	1,311 0 2
A2213A	„	South District School of Science and Art, Mount Street.	9	27	10 7 0½	292	272	587 3 7½	597 10 7
2218	„	Pupil Teachers' College, Mount Pleasant.	50	..	18 11 6½	56	..	14 4 10½	32 16 4
2236	„	Walton, Longmoor Lane Board School.	..	..	..	..	10	2 3 0½	2 3 0
2236A	„	St. Michael's Board School, Nelson Road.	..	..	..	..	25	6 11 11½	6 11 11
2236C	„	Training Ship "Indefatigable"	..	28	18 19 11½	..	..	..	18 19 11
2236E	„	Wavertree Technical Institute, Picton Road.	..	79	16 13 3½	..	27	4 0 0½	20 13 3
2236F	„	Arnot Street Board School	..	51	23 18 4½	..	40	8 14 9½	32 13 1
2236H	„	Nautical College, 21, Colquitt Street.	..	28	13 4 1½	..	..	..	13 4 1
2236J	„	Belmont Road. (Technical Instruction Centre).	..	..	..	..	70	10 17 6½	10 17 6
2236L	„	Fairfield, 186, Prescott Road, (Technical Instruction Centre).	..	..	..	..	30	8 15 4½	8 15 4
2246	„	St. Francis Xavier's College, Salisbury Street.	70	3	102 16 4½	10	..	1 19 7½	104 15 11

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List of Schools and Classes—*continued.*

School No.	Place.	Where held.	Science. Number under Instruction. Day.	Science. Number under Instruction. Even.	Science. Grants.	Art. Number under Instruction. Day.	Art. Number under Instruction. Even.	Art. Grants.	Total Grants.
	LANCASHIRE—*continued.*				£ s. d.			£ s. d.	£ s. d.
S9199	Liverpool -	St. Francis Xavier's College, Salisbury Street) School of Science).	65	..	201 6 2½	..	..	..	201 6 2
2248	„ -	St. Luke's School, Colquitt Street.	182	..	106 4 9	..	..	..	106 4 9
2248A	„ -	Bromboro' House, 10, Great George Square	..	..	..	45	..	3 12 1	3 12 1
2508	„ -	Roman Catholic Institute, 26, Hope Street.	12	..	10 17 7½	12	..	1 16 4½	12 13 11
2509	„ -	Ladies' Sanitary Association, 8, Sandon Terrace, Upper Duke Street.	16	..	21 7 6½	..	..	..	21 7 6
2511	„ -	Liverpool College, Shaw Street.	140	32	264 5 4½	171	..	78 15 8½	343 1 0
2513	„ -	St. Margaret's Higher Grade School, Prince's Road.	50	..	57 9 2½	51	..	30 4 11½	87 14 1
2516	„ -	Everton Valley Pupil Teachers' College.	..	51	40 18 9½	124	..	27 3 0½	68 1 9
2523	„ -	St Alphonsus' Catholic School, Back Great Mersey Street.	..	40	13 11 8½	35	..	5 14 4½	19 6 0
2524	„ -	High School, Belle Rive Convent, Prince's Park.	..	42	26 18 6½	..	46	3 9 2½	30 7 8
2592	„ -	Mount Vernon Convent - -	54	36	6 12 7½	..	..	..	6 12 7
2593	„ -	High School for Girls, 17, Belvidere Road.	59	..	18 1 9	..	..	..	18 1 9
2594	„ (East) -	High School for Girls, 88, Newsham Drive.	22	..	11 5 10	..	..	..	11 5 10
2537	Lytham - -	The Institute, Clifton Street -	..	..	..	12	22	6 13 10½	6 13 10
2258	Manchester -	Municipal Technical Schools, Princess Street.	197	1,904	1,803 15 9	50	254	13 16 11 *9 15 0*	} 1,827 7 8
2258C	„ -	Municipal Technical Schools (Electrical Engineering Branch), Whitworth Street.	..	..	*a*	..	..	..	..
2253B	„ -	Municipal Technical Schools (Central Board School Branch) Whitworth Street.	..	..	*a*	55	50	44 6 1	44 6 1
A 2258F	„ -	Municipal Technical Schools (Textile Branch), Peter Street *Branch School of Science and Art.*	..	*a*	9 9 9	*a*	*a*	23 8 10	32 18 7
2258G	„ -	Municipal Technical Schools (Nicholas Street Branch).	..	..	*a*	..	..	..	..
2258H	„ -	Municipal Technical Schools (Roby School Branch), Aytoun Street.	..	..	*a*	..	..	..	..
2253D	„ -	Municipal School of Science and Art, Cavendish Street.	113	17	16 6 8	949	845	1,056 19 6	1,072 6 2
A 2258B	„ -	Newton Heath Town Hall, Branch of School of Science and Art. (2258D.)	..	83	28 10 0	5	35	44 19 2	73 9 2
A 2262	„ -	Grammar School (School of Science and Art).	235	10	294 12 1	974	65	387 9 6	682 1 7
2266	„ -	Hulme St. Wilfrid's Schools, Rutland Street.	..	22	3 10 2	..	..	..	3 10 2
2275	„ -	Catholic Collegiate Institute, Grosvenor Square.	42	..	10 12 4	40	..	11 14 2	22 6 6
2288	„ -	St. Patrick's Convent, Livesey Street.	9	9	2 1 7	21	21	6 16 0	8 17 7
2295	„ -	Hulme Loreto Convent, Moss Lane.	5	..	0 15 7	45	..	25 6 6	26 2 1
2413	„ -	School of Domestic Economy, South Parade.	27	..	8 15 4	..	..	..	8 15 4
2525	„ -	Bignor Street Pupil Teachers' College.	..	27	14 8 0	..	34	9 1 8	23 9 8
S 9005	„ -	Central Board School, Deansgate (School of Science).	419	.	2,424 0 4	..	..		2,424 0 4
2528A	„ -	Cheetham, Waterloo Road Board School.	..	55	29 2 5	..	32	13 2 7	42 5 0

a Included with School No. 2253.

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List of Schools and Classes—*continued.*

School No.	Place	Where held.	Science. Number under Instruction. Day.	Science. Number under Instruction. Even.	Science. Grants.	Art. Number under Instruction. Day.	Art. Number under Instruction. Even.	Art. Grants.	Total Grants.
	LANCASHIRE—*continued.*				£ s. d.			£ s. d.	£ s. d.
S9155	Manchester	Cheetham Waterloo Road Board School (school of Science).	50	..	230 16 10	..	..	..	230 16 10
2528B	„	Stretford Road Pupil Teachers' Classes.	320	..	132 8 5	..	..	..	132 8 5
2528C	„	Ardwick, Devonshire Street St. Matthew's Higher Grade Board School.	..	270	164 5 7	..	48	15 1 6	179 7 1
S9107	„	Ardwick, Devonshire Street St. Matthew's Higher Grade Board School (School of Science).	168	..	872 14 1	..	..	..	872 14 1
2528E	„	Roby School, Aytoun Street, Pupil Teachers' Centre.	338	..	236 10 11	..	..	..	236 10 11
2528F	„	Upper Jackson Street Board School.	..	..	..	..	23	5 15 0	5 15 0
2528G	„	Cheetham, Smedley Road Board School.	..	..	..	..	25	4 12 6	4 12 6
2528H	„	Abbott Street Board School	..	..	..	..	19	4 1 9	4 1 9
2528K	„	Varna Street Board School	..	125	51 7 8	..	15	5 14 9	57 2 5
2528L	„	Beswick, Birley Street Board School.	..	312	138 14 5	..	197	14 2 5 *18 15 0*	171 11 10
S9087	„	Beswick, Birley Street Board School (School of Science).	93	..	514 13 7	..	..	..	514 13 7
2528M	„	Ducie Avenue Board School	..	85	72 12 8	..	115	55 10 0	128 2 8
S9006	„	Ducie Avenue Board School (School of Science).	156	..	688 13 7	..	..	..	688 13 7
S9060	„	Cheetham, Heath Street Higher Grade Board School (School of Science).	157	..	811 18 10	..	..	..	811 18 10
2307	„	Moston Simpson Memorial School.	..	..	..	..	48	6 13 9	6 13 9
2258A	„	Openshaw Municipal Buildings	..	95	25 7 10	..	..	..	25 7 10
2504	„	Openshaw Lads' Club	..	174	49 2 9	..	81	7 18 11	57 1 8
2015	Middleton	Technical School, Free Library, Long Street.	..	139	35 4 8	..	54	30 14 0	65 18 8
2015A	„	Technical School, Suffield Street.	..	24	35 8 8	..	..	..	35 8 8
2302	Milnrow	United District Council Offices, New Hey Road.	..	40	12 9 8½	..	21	3 10 8½	16 0 4
A2301	Morecambe	School of Science and Art, Technical School, Victoria Street.	..	32	4 11 8½	25	85	48 7 8½	52 19 4
2301A	„	St. Lawrence School, Edward Street.	..	62	23 19 3½	..	..	..	23 19 3
2306	Mossley	Mechanics' Institute, Stamford Road.	..	99	47 18 6½	..	33	17 10 5½	65 8 11
2291	Moss Side	Public Free Library, Bradshaw Street.	..	59	38 13 2½	..	32	5 12 4½	44 5 6
2296	„	Princess Road Higher Grade Board School.	..	15	2 1 1	..	17	4 0 8	6 1 9
S0156	„	St. Margaret's Higher Grade Schools, Hulton Street (School of Science).	119	..	488 16 2	..	..	..	488 16 2
A2309	Nelson	School of Science and Art, Municipal Technical School, Market Street.	..	190	153 1 11	12	106	195 9 0 6 3 0	354 13 11
S9119	„	School of Science and Art, Municipal Technical School, Market Street (School of Science.	113	..	482 4 4	..	..	..	482 4 4
2143C	Newchurch	Grammar School, Turnpike	..	27	63 8 6	..	..	10 14 9	74 3 3
2317	Newton Heath	Dob Lane Day and Sunday School, Oldham Road.	..	55	33 12 9	..	31	3 7 2	36 19 11
A2321	Oldham	School of Science and Art, Municipal Technical School, Union Street and Ascroft Street.	..	894	935 9 7	188	149	298 4 10 *15 3 0*	1,248 17 5
2334	„	Waterloo Board School, Hardy Street.	..	52	66 6 7	..	..	..	66 6 7

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List of Schools and Classes—*continued.*

School No.	Place.	Where held.	Science			Art.			Total Grants.
			Number under Instruction.		Grants.	Number under Instruction.		Grants.	
			Day.	Even.		Day.	Even.		
	LANCASHIRE—*continued.*				£ s. d.			£ s. d.	£ s. d.
S 9053	Oldham	Waterloo Board School, Hardy Street (School of Science).	179	..	812 17 10	..	..	..	812 17 10
2327	"	School Board Offices, Union Street West (Pupil Teachers' Science Classes).	150	..	273 12 11	..	..	..	273 12 11
S 9180	"	Hulme Grammar School, The Coppice (School of Science).	92	..	387 14 5	..	..	..	387 14 5
2333	Ormskirk	Boys' United Charity School, Aughton Street.	..	47	14 16 5	..	67	14 5 9	29 2 2
2339	Oswaldtwistle	Church and Oswaldtwistle Technical School, Lord Street.	..	58	11 18 7	..	44	21 11 9	33 10 4
2350	Padiham	Science, Art and Technical School, Guy Street.	..	53	14 4 9½	..	78	46 10 2½	60 14 11
2354	Patricroft	Green Lane Higher Grade British School.	48	..	51 17 1	48	..	12 14 4	64 11 5
2560A	"	Green Lane Higher Grade British School (Eccles Municipal Classes).	..	89	13 1 8	..	24	3 15 6	16 17 2
2455B	Pendlebury	Town Hall, Bolton Road	..	32	8 0 10	..	16	3 5 3	11 6 1
2430H	Pendleton	Gardner Street Higher Grade Board School.	30	..	27 18 6	30	..	7 4 11	35 3 5
A 2365	Preston	School of Science and Art, Harris Institute.	80	314	255 4 5	64	312	265 18 11	521 3 4
2365A	"	Technical School, Harris Institute, Corporation Street.	..	273	153 19 10	..	..	..	153 19 10
2369	"	St. Ignatius Girls' School, St. Ignatius Square.	..	..	..	..	15	3 12 9	3 12 9
2371	"	The Convent School, 22, Winckley Square.	..	64	39 19 11	7	73	22 5 3	62 5 2
2376	Radcliffe	New Technical School, Whittaker Street.	..	85	67 6 7	..	22	10 5 0	77 11 7
2384	Ramsbottom	Technical School, Stubbin's Lane.	..	75	35 15 6½	..	53	13 11 8½	49 7 2
2143A	Rawtenstall	St. Mary's School, Henry Street.	..	99	21 19 11	..	46	11 12 9	33 12 8
2388	Reddish	Furnival's Dining Hall, North Reddish.	..	23	4 8 3	..	..	..	4 8 3
2394	Rhodes (near Middleton).	Mount Pleasant, Works School	..	..	..	..	41	6 16 0	6 16 0
2390	Rishton	Harwood Road School	..	10	0 14 9½	..	..	..	0 14 9
2393	"	Primitive Methodist School, School Street.	..	..	..	..	13	2 14 5½	2 14 5
A 2395	Rochdale	School of Art, Town Hall	..	..	..	24	184	186 5 9	186 5 9
2395A	"	Municipal Technical School, Nelson Street.	69	035	506 4 1	..	60	4 7 1	510 11 2
S 9091	"	Fleece Street, Central Board School (School of Science).	151	..	616 19 0	..	..	..	616 19 0
2588	Royton	Market Street, Wesleyan School.	..	23	7 3 2	..	16	4 10 6 *3 5 0*	19 18 8
2408	St. Anne's-on-Sea.	St. Anne's Road, National School.	..	26	8 19 7½	..	..	..	8 19 7
2409	St. Helens	Cowley's Middle School (Boys and Girls), Cowley Hill Lane.	173	..	203 5 2½	80	..	21 16 7½	225 1 9
2417	"	Municipal Technical School, Gamble Institute, Hardshaw Street.	..	297	324 14 2½	6	94	58 10 8½ *48 9 0½*	431 13 10
2418	"	Lowe House, Pupil Teachers' College, 62, North Road.	..	32	12 2 5	..	87	13 4 5	25 6 10
A 2406	Salford	School of Science and Art, Royal Technical Institute.	81	799	985 4 10½	76	177	296 13 11½ *12 18 0½*	1,294 16 9
2425	"	Iron Works School, Queen Street Institute.	..	115	65 13 4	..	..	..	65 13 4
2426	"	Science School, Adelphi House, Chapel Street.	39	19	54 4 5	..	..	..	54 4 5
2430A	"	Lower Broughton, Grecian Street, Board School.	..	162	80 12 1	..	..	..	80 12 1
S 9031	"	Lower Broughton, Grecian Street Board School (School of Science).	39	..	376 16 10	..	..	..	376 16 10

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List of Schools and Classes—*continued.*

School No.	Place.	Where held.	Science.			Art.			Total Grants.
			Number under Instruction.		Grants.	Number under Instruction.		Grants.	
			Day.	Even.		Day.	Even.		
	LANCASHIRE—*continued.*				£ s. d.			£ s. d.	£ s. d.
2430B	Salford	Victor Street Central Higher Grade School, Pupil Teachers' Centre.	..	214	108 2 1	..	217	28 19 0	137 0 1
S 9124	„	Victor Street Central Higher Grade School (School of Science).	115	..	616 9 1	..	..	..	616 9 1
2434A	Shaw	East Crompton Church Institute, St. James' Street.	..	..	..	..	17	4 12 10	4 12 10
2436	Skelmersdale	Town Hall, Sandy Lane	..	13	3 16 11½	..	9	1 3 2½	5 0 1
A 2590	Southport	Victoria School of Science and Art, Lord Street.	..	230	236 1 3	51	159	278 12 6	514 13 9
2591	„	University School, Cambridge Road.	62	..	14 13 4½	26	..	3 18 9½	18 12 1
2582	Tyldesley	Mechanics' Institute, Stanley Street.	..	80	56 4 0½	..	42	10 7 2½	66 11 2
2582A	„	Boothstown Coup Brow Wesleyan School.	..	4	1 2 8½	..	..	..	1 2 8
2584	Ulverston	Savings Bank, Union Street	..	26	6 18 10½	..	31	14 18 8½	21 12 1
2584A	„	Technical School, Ainsworth Street.	..	49	50 17 11½	..	..	..	50 17 11
2585	„	Urswick Grammar School	..	..	..	..	14	6 14 1½	6 14 1
S 9146	Urmston	Ross Grove Higher Grade School (School of Science).	98	..	387 9 10	..	..	..	387 9 10
2499A	Walkden	District Offices, Hilton Lane	..	38	4 6 2½	..	30	2 10 5½	6 16 7
2499B	„	St. Paul's Infants' School, Manchester Road.	..	10	4 6 8½	..	18	6 6 3½	10 13 4
2499D	„	St. Paul's Juvenile School, Hodge Road.	..	53	10 16 0½	..	..	..	10 16 0
2058	Warrington	St. Clement's Mission Room, Bank Street, Pupil Teachers' Central Classes.	120	..	49 4 10	115	..	24 13 8	73 18 6
A 2471	„	School of Science and Art, Municipal Technical Institute, Museum Street.	..	..	128 5 6	28	88	126 12 5 *3 6 0*	} 258 3 11
2471B	„	Technical Institute, Wilson Patten Street.	..	225	*a*	..	..	..	..
2143B	Waterfoot	Board School	..	..	..	..	25	6 8 7	6 8 7
2506	Waterloo	Town Hall, St. George's Road	..	154	40 0 7	..	32	7 7 9	47 8 4
2479	West Houghton	Technical Evening School, U.D.C. Store Room.	..	73	33 15 9½	..	..	..	33 15 9
2479A	„	Wingates Independent Methodist School, Dixon Street.	..	..	..	..	36	9 6 3½	9 6 3
2496	Whalley	Royal Grammar School	12	..	..	..	..	..	..
2491	Whitefield	Stand Grammar School	22	..	3 7 3½	22	..	2 8 10½	5 16 1
2497	„	Liberal Club Hall, Morley Street.	..	18	9 16 4	..	..	..	9 16 4
2480	Whitworth	Facit Technical School, Spring Place.	..	21	5 12 2½	..	21	2 15 9½	8 7 11
2484	Widnes	Municipal Technical School, Victoria Square.	..	213	278 6 3	33	41	25 6 4	303 12 7
S 9153	„	Victoria Square Technical School (School of Science).	178	..	571 1 0	..	..	..	571 1 0
2010	Wigan	Standishgate Pupil Teachers' College.	70	60	53 8 0	74	..	22 8 4	75 16 4
2486	„	Mining School, Free Library Street.	..	334	355 10 0	..	95	..	355 10 0
2486C	„	Powell Juvenile Library, Station Road.	..	120	24 13 0½	..	..	..	24 13 0
2486D	„	Grammar School, The Mesnes	..	..	..	..	139	84 14 0	84 14 0
2486E	„	Manual and Buildings Department, Douglas Street.	..	108	79 0 0	..	..	..	79 0 0
2597	„	Mesnes Street Pupil Teachers' Central Classes.	84	77	66 17 8	238	..	136 14 5	203 12 1
2597A	„	St. Thomas School, Caroline Street, Pupil Teachers' Centre	..	..	..	..	164	22 9 7	22 9 7
2499	Worsley	National School	..	..	..	..	25	4 11 11½	4 11 11

a Included with School No. 2471.

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List of Schools and Classes—*continued.*

School No.	Place.	Where held	Science. Number under Instruction. Day.	Even.	Science. Grants. £ s. d.	Art. Number under Instruction. Day.	Even.	Art. Grants. £ s. d.	Total Grants. £ s. d.
	LEICESTERSHIRE.								
2645	Ashby-de-la Zouch.	Boys' Grammar School, Leicester Road.	3	..	2 12 1½	..	..	..	2 12 1
S 9194	„	Boys' Grammar School, Leicester Road, School of Science.	25	..	66 3 3	..	..	..	66 3 3
2648	„	Girls' Grammar School, Market Street.	50	..	11 0 2½	84	..	19 14 10½	30 15 0
2602	Barrow-on-Soar	Humphrey Perkins' Grammar School.	18	..	3 7 0½	..	..	..	3 7 0
2602A	„	Church of England School	..	..	..	19	..	1 16 8½	1 16 8
2667	„	Crown Lane Board Schools	..	..	..	..	13	2 17 11½	2 17 11
2644	Barwell	High Street National School	..	4	1 5 11½	..	21	19 10 7½	20 16 6
9657	Castle Donington.	Mount Pleasant Wesleyan School.	..	..	..	..	15	2 18 9½	2 18 9
2629	Coalville	London Road National School	..	68	27 10 3½	..	..	..	27 10 3
2670	Ellistown	Primitive Methodist School Room.	..	17	4 17 4½	..	..	..	4 17 4
2673	Enderby	National School	..	..	..	..	17	1 19 3½	1 19 3
2675	Groby	Village Hall, The Main Road	..	..	..	..	19	1 15 7½	1 15 7
2605	Hinckley	The Walks Board School	..	19	3 11 5½	..	55	34 8 7½	38 0 0
2605A	„	New Grammar School, Leicester Road.	34	37	39 4 3½	62	..	10 12 5½	49 16 8
2628	Ibstock	High Street National School	..	12	5 13 0½	..	..	..	5 13 0
2648	Kegworth	Boys' National School, The Dragwell.	..	..	..	..	29	6 1 3½	6 1 3
2666	Kibworth	Grammar School	..	..	..	51	..	7 7 9½	7 7 9
2610	Leicester	Co-operative Buildings, 4, Union Street.	..	47	40 16 1½	..	..	..	40 16 1
S 9037	„	Alderman Newton's Higher Grade School, St. Martin's (School of Science).	220	..	1388 19 7	..	..	..	1,388 19 7
A 2614	„	School of Science and Art, Hastings Street and The Newarke.	75	485	269 18 8	390	500	655 7 0 *51 16 0*	948 1 8
A 2618	„	School of Science and Art, Wyggeston's Hospital Boys' School, High Cross Street.	45	13	25 10 8	149	36	134 1 7	159 11 10
S 9082	„	School of Science and Art, Wyggeston's Boys' School, High Cross Street (School of Science).	199	..	719 8 1	..	..	..	719 8 1
2620	„	Wyggeston's Hospital Girls' School, Humberstone Gate.	93	..	16 14 4	211	..	60 14 4	77 8 8
2647	„	Oxford Street Board School	..	184	248 11 6	94	..	..	248 11 6
2647B	„	Melbourne Road Board School	64	..	84 8 8	58	..	16 12 2	101 0 10
2646	Loughborough	Church Gate School	..	153	76 2 5	..	..	*5 5 0*	81 7 5
2646A	„	Ashby Road School	45	..	14 0 10	..	..	..	14 0 10
2646B	„	The Studio, 19, Church Gate	..	..	..	..	33	12 7 10	12 7 10
2649	„	Intermediate School, Ashby Road.	78	..	42 10 0½	75	..	17 15 8½	60 5 8
2649A	„	Grammar School, Burton Walks.	..	16	11 3 4½	..	..	..	11 3 4
9116	„	Grammar School, Burton Walks (School of Science).	68	..	198 1 3½	..	..	..	198 1 3
2649B	„	Girls' High School, Burton Walks.	..	..	..	92	..	25 11 8	25 11 8
2632	Market Bosworth.	The Dixie Grammar School, Market Square.	3	..	2 6 6½	..	..	..	2 6 6
S 9188	„	The Dixie Grammar School, Market Square (School of Science).	38	..	83 7 8½	..	..	..	83 7 8
2634A	Market Harborough.	National School, Coventry Street.	..	27	4 17 6½	..	..	..	4 17 6
2654	„	Grammar School, High Street	25	..	16 4 7½	30	..	5 19 2½	22 3 9
2622	Melton Mowbray	British School, King Street	..	21	3 7 9½	..	30	4 11 2½	7 18 11
2637	Moira	Colliery Company's School	..	25	5 6 9½	..	..	..	5 6 9
2651	Mountsorrel	St. Peter's School	..	..	..	..	13	2 9 0½	2 9 0
2653	Quorn	Thomas Rawlins' Endowed School, Loughborough Road.	6	..	..	11	..	..	..

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List of Schools and Classes—*continued.*

School No.	Place	Where held.	Science. Number under Instruction. Day.	Even.	Science. Grants. £ s. d.	Art. Number under Instruction. Day.	Even.	Art. Grants. £ s. d.	Total Grants. £ s. d.
	LEICESTERSHIRE—*continued.*								
S9212	Quorn - -	Thomas Rawlins' Endowed School, Loughborough Road (School of Science).	23	..	64 6 7½	..	..	..	64 6 7
2641	Shepshed -	Hall Croft British School -	..	10	2 14 6½	..	13	4 8 9½	7 3 3
2652	Syston - -	High Street Parochial Schools	..	..	..	..	29	8 13 6½	8 13 6
2664	Wigston - -	Bassett Street Board School, South Wigston.	..	..	..	..	22	3 15 10½	3 15 10
2671	Wigston Magna.	Long Street Board School -	..	..	..	..	20	2 12 6½	2 12 6
	LINCOLNSHIRE:								
2708	Alford - -	West Street National School -	..	..	..	..	14	3 10 6	3 10 6
2784	Billingborough	Board School - - - -	..	..	..	..	15	3 15 8½	3 15 8
2705	Boston - -	Science and Art Class Rooms, Corn Exchange Yard.	..	..	..	57	52	49 8 0	49 8 0
2773	,, - -	Tunnard Street, Park Board School.	89	101	125 7 0	..	..	..	125 7 0
2765	Burton-on-Stather.	Vicarage Grounds National School.	..	17	..	..	..	..	..
2710	Caythorpe -	Board School - - - -	..	..	..	..	24	8 15 6½	8 15 6
2723	Cleethorpes -	St. Peter's Road Boys' National Schools.	..	..	..	..	80	11 9 9	11 9 9
2778	Corby . -	Grammar School - - -	17	..	4 7 11½	..	..	..	4 7 11
2715	Crowle - -	Field Side Board School - -	..	..	..	..	14	4 0 6½	4 0 6
2716	Gainsborough	Britannia Ironworks School, Trinity Street.	..	240	111 3 7	46	146	95 7 7 *50 2 0*	256 13 2
2788	,, -	Queen Elizabeth Grammar School.	..	..	..	77	..	11 5 3	11 5 3
2729	Grantham -	Technical Institute, Guild Hall, St. Peter's Hill.	54	141	121 17 0½	75	89	88 14 7½ *16 19 0½*	227 10 7
A2722	Grimsby - -	School of Art, Silver Street.	..	..	..	39	42	68 16 7	68 16 7
2724	,, - -	Wintringham Higher Grade Board School, Eleanor Street.	..	283	190 7 3	..	104	29 3 0	219 10 3
S9137	,, - -	Wintringham Higher Grade Board School, Eleanor Street (School of Science).	306	..	1383 14 0	..	..	..	1,383 14 0
2697	,, - -	Voluntary Schools, Pupil Teachers' Centre, 18, Albion Street.	..	..	..	..	46	7 19 2	7 19 2
2741	Horncastle -	Technical School, 34, Queen Street.	..	6	4 17 8½	33	30	43 18 5½	48 16 1
2742	,, - -	Grammar School, The Churchyard.	19	..	3 15 5½	24	..	4 16 5½	8 11 10
2730A	Kirton - -	Town End School, Wash Road.	..	..	..	..	3	0 15 4	15 4
2786	Kirton Lindsey.	North Green Boys' Board School.	..	..	..	..	23	3 0 9½	3 0 9
A2737	Lincoln - -	School of Science and Art, Monk's Road.	..	284	345 4 7	52	93	118 17 0 *19 2 0*	656 1 7
S9165	,, - -	School of Science and Art, Monk's Road (School of Science).	61	..	267 4 10	..	..	..	267 4 10
2737D	,, - -	The Grammar School, Lindum Terrace.	..	..	..	48	..	3 1 0	3 1 0
2739	,, - -	Christ Hospital Buildings, Christ Hospital Terrace, Steep Hill.	219	..	178 15 5	195	..	85 7 8	259 3 1
2746	Louth - .	Municipal Technical School, James Street.	24	75	38 4 8	22	64	21 7 5	59 12 1
2744	Market Rasen	De Aston Grammar School, Willingham Road.	21	.	3 8 0	25	..	..	3 8 0
2759	Metheringham	Fen Road Reading Room -	..	9	..	..	10	0 11 7½	11 7
2762	Moulton - -	Grammar School - - -	27	..	..	..	..	..	..
2795	New Holland -	School Street National School.	..	18	4 19 8½	..	..	..	4 19 8
2752	Scunthorpe -	Station Road National School.	..	38	9 8 4½	..	..	..	9 8 4
2756	Sedgebrook -	Secondary School - - -	39	..	65 19 3½	..	..	..	65 19 3

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List of Schools and Classes—*continued.*

School No.	Place.	Where held.	Science. Number under Instruction. Day.	Science. Number under Instruction. Even.	Science. Grants. £ s. d.	Art. Number under Instruction. Day.	Art. Number under Instruction. Even.	Art. Grants. £ s. d.	Total Grants. £ s. d.
	LINCOLNSHIRE—*continued.*								
2749	Sleaford	Duke Street, Science and Art Classes.	3	6	2 18 9½	26	26	27 13 11	30 12 8
2750	„	Carres Grammar School, North Gate.	17	..	4 6 4	..	..	..	4 6 4
2757	Spalding	Spring Gardens Christian Association, Lecture Hall.	61	67	80 6 6	..	65	9 10 11	90 6 5
2799	„	Westlode Street Central Board School.	..	34	6 5 4	..	33	6 5 10	12 11 2
2751	Stamford	Technical School, Broad Street	..	26	30 5 3	12	27	29 14 0	59 19 3
2771	Winterton	West Street National School	..	11	2 17 3½	..	..	..	2 17 3
	LONDON:								
A4405	Battersea	School of Science and Art, Polytechnic Institute, Battersea Park Road.	40	920	604 11 9	33	118	200 17 4½	‡805 9 1
S2084	„	School of Science and Art, Polytechnic Institute, Battersea Park Road (School of Science).	216	..	704 10 3½	..	..	..	704 10 3
4508	„	Church Institute, Wisetown Town, Upper Tooting.	..	..	21 14 8½	..	..	2 9 9½	24 4 5
4413	„	Sir W. St. John's Schools, High Street.	86	..	111 1 11½	151	..	53 16 0½	164 17 11
4418	„	Royal Masonic Institute for Girls, St. John's Hill.	..	..	..	56	31	24 13 1	24 13 1
4450	„	Vicarage House School, Lavender Gardens, Voluntary Pupil Teachers' Centre.	111	..	14 13 9½	114	..	40 16 0	55 9 9
7207J	„	New Wandsworth, Honeywell Road Board School.	51	..	24 6 1	..	..	..	24 6 1
7202G	„	Lavender Hill, Amies Street Pupil Teachers' Centre.	185	..	80 10 1	250	..	138 2 9	218 12 10
7203T	„	Lavender Hill, Amies Street Board School (Day).	41	..	9 9 1	62	..	30 19 10	40 8 11
7218	„	Lavender Hill, Amies Street Board School (Evening).	..	318	192 2 3	..	210	152 8 10 *7 19 0*	352 10 1
7203N	„	Surrey Lane Board School (Day).	63	..	52 19 10	62	..	15 15 10	68 15 8
4510	Bermondsey	St. Olave's and St. Saviour's Grammar School for Boys, Tooley Street.	99	..	37 10 3½	152	..	61 14 4½	99 4 7
4562	„	Melior Street Roman Catholic School, St. Olave's.	..	..	..	..	..	5 9 3	5 9 3
7207H	„	The "Alma," Southwark Park Road, Southwark Pupil Teachers' School (Day).	186	..	109 16 9	180	..	81 6 6	191 3 3
7214	„	The "Alma" Board School (Evening), Southwark Park Road.	..	75	42 14 1	..	50	11 5 3	53 19 4
7203G	„	Monnow Road Board School	25	..	18 8 8	31	..	12 17 11	31 6 7
7204X	„	Keeton's Road Board School	19	..	19 5 5	30	..	9 18 0	29 3 5
7206L	„	Rotherhithe, New Road Board School (Day).	20	..	35 2 3	32	..	12 13 3	47 15 6
S9047	Bethnal Green	Parmiter's School, Approach Road (School of Science).	124	..	437 0 11	..	..	..	437 0 11
7204Q	„	Mansford Street Higher Grade Board School (Day).	75	..	17 1 1	67	..	17 3 11	34 5 0
7234	„	Mansford Street Board School (Evening).	..	52	..	..	77	2 12 0	2 12 0
7207F	„	Old Ford, Chisenhale Road Board School.	..	..	..	..	41	0 13 10	13 10
7206Z	„	Mile End, Portman Place Board School.	83	..	106 1 2	82	..	15 17 1	121 18 3
7206E	„	Cambridge Heath, Mowlem Street Board School,	11	..	2 16 2	11	..	1 6 9	4 2 11
4430	Camberwell	Wilson's Grammar School, Peckham Road.	163	..	281 2 0	150	..	77 13 10 *3 15 0*	365 10 10

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List of Schools and Classes—*continued.*

School No.	Place.	Where held.	Science. Number under Instruction. Day.	Science. Number under Instruction. Even.	Science. Grants.	Art. Number under Instruction. Day.	Art. Number under Instruction. Even.	Art. Grants.	Total Grants
	LONDON—*continued.*				£ s. d.			£ s. d.	£ s. d.
4432	Camberwell	Kennington Pupil Teachers' Centre for Girls, Cormont Road, Flodden Road.	..	..	..	156	..	43 14 0‡	43 14 0
4477	„	Greencoat and National School, Camberwell Green.	..	89	56 11 4	..	25	23 2 0‡	79 13 4
A 4478	„	School of Art, School of Arts and Crafts, Peckham Road.	..	..	..	34	197	81 7 2‡	81 7 2
7202K	„	Peckham Pupil Teachers' School, Sumner Avenue.	276	..	240 4 0	304	..	188 0 4	428 4 4
7226	„	Sumner Avenue Board School (Evening).	..	546	512 15 10	..	170	63 14 10	576 10 8
S9085	„	Alleyn's School, Townley Road, Dulwich (School of Science).	233	..	1,015 18 0‡	..	..	..	1,015 18 0
7205Q	„	Peckham, Bellenden Road Higher Grade Board School (Day).	108	..	92 7 2	115	..	39 5 10	131 13 0
7206K	„	Dulwich, Goodrich Road, Board School (Day).	70	..	35 3 0	68	..	19 16 3	54 19 3
7235	„	Peckham, Bellendon Road, Board School (Evening).	..	40	9 13 4	..	..	..	9 13 4
7207A	„	Crawford Street Board School (Day).	54	..	37 13 6	129	..	49 3 0	136 16 6
7240	„	Peckham, Colls Road Board School (Evening).	..	..	..	..	33	11 2 9	11 2 9
7236	„	East Dulwich, Goodrich Road Board School (Evening).	..	..	..	..	69	15 2 3	15 2 3
7238	„	Nunhead, Ivydale Road Board School (Evening).	..	..	..	..	36	12 18 5	12 18 5
7215	„	Crawford Street Board School (Evening).	..	..	..	..	57	8 4 2	8 4 2
S9111	Chelsea	St. Mark's College Upper School, Fulham Road (School of Science).	158	..	489 12 5‡	..	..	..	489 12 5
2967	„	Whitelands College School, Walpole Street.	..	..	..	61	..	13 3 2‡	13 3 2
2968	„	Whitelands Practising School, Walpole Street.	..	36	7 8 0‡	..	35	7 17 6‡	15 5 6
A 3215	„	School of Science and Art, South-west London Polytechnic Institute, Manresa Road.	85	850	395 19 4	157	220	69 10 10‡	465 10 2
S9112	„	School of Science and Art, South-west London Polytechnic Institute, Manresa Road (School of Science).	234	..	918 4 2‡	..	..	..	918 4 2
7202U	„	Cook's Ground Board School	..	52	11 10 4‡	..	..	*14 14 0*	26 4 4
7207G	„	Upcerne Road, Ashburnham Board School.	45	..	..	47	..	22 17 11	22 17 11
A 2861	City	School of Science and Art, Birkbeck Literary and Scientific Institute, Chancery Lane.	..	747	765 11 1	91	178	379 10 11‡ *55 16 0*	1,200 18 0
3000	„	City of London College, White Street, Moorfields.	..	399	432 2 4‡	..	95	41 11 10 *36 3 0*	509 17 2
1966	Deptford	St. John's Science and Art Class, New Cross Hall, 153–161, Lewisham High Road.	..	8	2 5 8‡	40	50	35 5 4‡	87 11 0
7252	„	Lower Road, Deptford Park Board School.	..	22	3 5 4	..	..	..	3 5 4
S9023	„	Addey and Stanhope School, Church Street (School of Science).	249	..	927 0 8‡	..	..	..	927 0 8
1972	„	"Welcome" Institute, Arklow Road, New Cross.	..	10	7 18 4	..	..	..	7 18 4
A 1974	„	School of Science and Art, Goldsmiths' Institute, New Cross.	53	729	535 9 3	164	237	497 0 8 *8 17 0*	1,041 6 11
7202	„	Clyde Street Pupil Teachers' School.	231	..	212 6 0	283	..	173 2 2	385 8 2

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List of Schools and Classes—*continued.*

School No.	Place	Where held.	Science.			Art.			Total Grants.
			Number under Instruction.		Grants.	Number under Instruction.		Grants.	
			Day.	Even.		Day.	Even.		
	LONDON—*continued.*				£ s. d.			£ s. d.	£ s. d.
7237	Deptford	Hatcham, Monson Road Board School (Evening).	..	42	5 10 6	..	..	..	5 10 6
7202S	„	Brockley, Mantle Road Board School.	100	..	80 1 11	94	..	26 10 1	106 12 0
7203R	„	Hatcham, Monson Road Board School (Day).	33	..	17 4 10	33	..	9 2 9	26 7 7
7243	„	Clyde Street Board School (Evening).	..	78	34 10 10	..	47	16 19 10	51 10 8
2904	Finsbury	Northampton Institute, St. John Street Road.	..	440	225 8 3½	..	..	..	225 8 3
7206F	„	Hugh Myddelton Board School (Day), Corporation Row.	66	..	15 5 7	33	..	12 13 0	27 18 7
7253	„	Hugh Myddelton Board School (Evening), Corporation Row.	..	76	..	..	129	35 17 11	35 17 11
S9164	„	Dame Owen's School (Boys'), Owen Street (School of Science).	286	..	1,056 11 3	..	..	..	1,056 11 3
2971A	„	Dame Owen's School (Girls'), Owen's Row.	173	..	35 5 0	203	..	33 1 3	68 6 3
2838	„	Cowper Street Central Foundation School, City Road.	..	..	..	180	..	34 17 3	34 17 3
S9068	„	Cowper Street Central Foundation School, City Road (School of Science).	260	..	1,033 15 6½	..	..	..	1,033 15 6
2903	„	St. Thomas Charterhouse and Rogers' Memorial Institute, Goswell Road.	78	290	468 17 1½	53	82	54 0 0	522 17 1
7202D	Fulham	West Kensington, William Street, Chelsea Pupil Teachers' School.	268	..	241 1 8	224	..	121 4 2	362 5 10
7220	„	West Kensington, William Street Board School (Evening).	..	467	321 9 10	..	187	59 7 6	380 17 4
7205R	„	West Kensington, William Street Higher Grade Board School (Day).	38	..	40 14 11	109	..	82 1 1	122 16 0
7205G	„	Sherbrooke Road Board School	111	..	140 17 4	109	..	55 8 0	196 5 4
7202T	Greenwich	Charlton, Lombard Wall Board School.	..	87	10 8 6	..	31	12 16 5	23 4 11
7239	„	Charlton, Fossdene Road Board School (Evening).	..	..	..	..	41	5 12 0	5 12 0
S9163	„	Blackheath Road Higher Grade Board School (School of Science).	123	..	433 2 7	..	..	..	433 2 7
7218	„	Blackheath Road Higher Grade Board School (Evening).	..	675	242 4 0	..	144	68 0 11	310 4 11
7202L	„	Blackheath Road Higher Grade Board School (Day).	32	..	11 10 2	41	..	11 9 6	22 19 8
A1947	„	Blackheath, Lee, and Lewisham School of Science and Art, Lee Road, Blackheath.	..	18	4 18 6½	220	96	339 17 3½	344 16 2
A2384	Hackney	Clapton and Stamford Hill School of Science and Art, 81, Clapton Common.	4	..	0 17 6½	43	82	86 5 8½	87 3 2
2908	„	North-East London Institute, 236, Dalston Lane.	..	102	109 1 0½	..	..	..	109 1 0
A2993	„	North London School of Science and Art (Kingsland), Sandringham Road.	..	10	4 0 6½	33	101	300 16 5½	304 16 11
2905	„	Birkbeck Schools, Colvestone Crescent, Kingsland.	67	..	15 18 7	97	..	12 18 0	28 11 7
3196	„	Lady Holles Middle School, 182, Mare Street.	..	..	..	106	..	33 1 4	33 1 4
7202C	„	Dalston, Tottenham Road Pupil Teachers' School (Day).	149	..	42 10 5	265	..	212 4 8	254 15 1
7224	„	Dalston, Tottenham Road Board School (Evening).	..	1,079	916 1 4	..	376	165 2 2	1,081 3 6
7204M	„	Dalston, Wilton Road Board School (Day).	80	..	61 0 4	79	..	12 5 5	73 5 9
7206B	„	Morning Lane Board School	..	..	..	..	17	1 13 2	1 13 2

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List of Schools and Classes—*continued.*

School No.	Place.	Where held.	Science. Number under Instruction. Day.	Science. Number under Instruction. Even.	Science. Grants.	Art. Number under Instruction. Day.	Art. Number under Instruction. Even.	Art. Grants.	Total Grants.
	LONDON—*continued.*				£ s. d.			£ s. d.	£ s. d.
7207C	Hackney -	Clapton, Millfields Road Higher Grade Board School (Day).	119	..	83 10 7	119	..	37 5 3	120 15 10
7217	„ - -	Clapton, Millfields Road Board School (Evening).	..	33	15 12 9	..	54	4 12 2	20 4 11
7207L	„ - -	Homerton, Sidney Road Board School.	..	..	..	..	55	3 0 6	3 0 6
7207O	„ - -	Dalston, Queen's Road Board School (Day).	58	..	22 17 9	58	..	18 3 0	41 0 9
7205E	Hampstead -	Fleet Road Board School -	..	..	..	44	..	20 11 4	20 11 4
2922	Hammersmith	Latymer Upper School, King Street.	222	..	392 6 3½	164	..	69 19 4½	462 5 7
A2956	„ -	School of Science and Art, Dunsany Road, Brook Green.	..	35	10 11 6½	96	178	368 16 1½ *3 0 0½*	382 7 7
7202Y	„ - -	Flora Gardens Board School -	..	125	24 12 8	..	..	*2 14 0*	27 6 8
7202X	„ - -	Kenmont Gardens Board School, College Park, Harlesden.	..	38	8 6 8	..	..	..	8 6 8
A2831	Holborn - -	The Royal Female School of Art, 43, Queen Square.	22	..	3 15 2½	115	17	217 11 9½	221 6 11
2832	„ - -	Working Men's College, 46, Great Ormond Street.	..	70	39 13 3	..	40	10 5 5½ *3 2 0*	58 0 8
7251	„ - -	Cross Street Board School, Saffron Hill.	..	..	..	..	36	46 13 11	46 13 11
2934	Islington -	Northern Polytechnic Institute, Holloway Road.	..	661	863 19 11½	..	..	183 9 2½	1,047 9 1
7249	„ - -	Thornhill Road Board School (Evening).	..	18	0 19 0	..	..	..	0 19 0
3178	„ - -	Camden School of Science and Art (Holloway), 2, Dalmeny Avenue, Camden Road.	..	25	9 3 0½	112	98	432 3 10 *1 15 0*	442 19 10
7205P	„ - -	Montem Street Board School (Day), Tollington Park.	109	..	123 9 0	152	..	53 18 3	177 7 3
7248	„ - -	Whittington Board School, Highgate Hill.	..	..	..	..	33	1 16 10	1 16 10
3197	„ - -	Art Studio, 59, Newington Green.	4	..	0 11 11	15	16	31 2 10	31 14 9
2933	„ - -	Holloway College, Holloway Road.	..	40	9 7 0	53	..	13 6 10	22 13 10
7205Z	„ - -	Duncombe Road Board School, Hornsey Rise.	15	..	16 19 0	19	..	6 3 2	23 2 2
3031	Kensington -	Campden Technical Institute, Lancaster Road.	..	11	8 15 1	..	..	..	8 15 1
3032	„ -	Notting Hill High School for Girls, Norland Square.	162	..	64 5 1	..	..	..	64 5 1
A4460	Lambeth -	School of Science and Art, St. Oswald's Place, Vauxhall.	7	8	1 3 8	185	219	187 9 7	188 13 3
4431	„ -	St. John's the Divine Middle Class School, Elliott Road, Kennington.	..	..	..	20	..	6 3 9	6 3 9
4466	„ -	Technical Institute, Knight's Hill Road, West Norwood.	..	116	55 12 3	..	69	23 16 9	79 9 5
7203E	„ -	South Lambeth Road Board School (Day).	74	..	21 0 0	86	..	28 16 0	49 16 0
4495	„ -	St. Andrew's Schools, Lingham Street, Stockwell.	..	25	12 0 9	..	..	..	12 0 9
7205T	„ -	Hackford Road Board School, (Day), Stockwell.	38	..	48 15 11	109	..	27 6 6	76 2 5
4524	„ -	Yorkshire Society Schools, Westminster Bridge Road.	32	..	57 17 7	..	..	..	57 17 7
4580	„ -	Morley Memorial College, Waterloo Road.	..	120	51 1 0½	..	..	..	51 1 0
7202J	„ -	Stockwell Pupil Teachers' School, Hackford Road.	181	..	49 18 5	272	..	141 11 9	191 10 2
7201	„ -	Hackford Road Board School, (Evening), Stockwell.	..	213	6 19 11	..	126	52 15 3	59 15 2
7206U	„ -	Sussex Road Board School, Brixton.	..	40	4 16 9	..	97	33 12 11	38 9 8

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List of Schools and Classes—*continued.*

School No	Place.	Where held.	Science.			Art.			Total Grants.
			Number under Instruction.		Grants.	Number under Instruction.		Grants.	
			Day.	Even.		Day.	Even.		
	LONDON—*continued.*				£ s. d.			£ s. d.	£ s. d.
4426	Lambeth -	Dulwich High School for Girls, Thurlow Park Road.	..	..	17 6 6	20	..	..	17 6 6
7000	Lewisham -	Studio, Venner Road, Sydenham.	..	8	2 11 4	..	14	8 15 4	11 6 8
1946	„ - -	Blackheath High School for Girls, Wemyss Road.	235	..	64 5 2	..	..	..	64 5 2
7241	„ - -	Brockley Road Board School, Brockley.	..	75	9 8 8	..	85	36 14 6	46 3 2
7250	„ - -	Forest Hill, Dalmain Road Board School (Evening).	..	..	..	..	37	3 19 6	3 19 6
2991	Paddington -	Wordsworth College, Shirland Road.	..	40	7 9 1½	10	90	66 6 7½	73 15 8
3052	„ - -	Maida Vale High School for Girls, Elgin Avenue.	68	..	19 11 10	..	..	..	19 11 10
3053	„ - -	Westbourne Park Institute, Porchester Road.	..	171	156 17 9½	..	23	22 5 2½	179 2 11
3081	„ - -	Queen's Park College and Technical Institute, Third Avenue, and 527, Harrow Road.	..	59	24 0 7½	..	30	11 12 11½ *25 19 0*	61 12 6
S9035	„ - -	Queen's Park College and Technical Institute, Third Avenue, and 527, Harrow Road, School of Science.	120	..	451 7 11½	..	..	..	451 7 11
7205H	„ - -	Queen's Park, Beethoven Street Board School.	90	..	106 13 3	93	..	56 12 7	163 5 10
7206G	„ - -	Queen's Park, Droop Street Board School.	20	..	2 16 2	16	..	3 9 8	6 5 10
7204F	„ - -	Kensal Rise, Kilburn Lane Board School (Day).	72	..	42 10 8	72	..	52 5 1	94 15 9
7221	„ - -	Kensal Rise, Kilburn Lane Board School (Evening).	..	72	15 4 3	..	..	..	15 4 3
7206M	„ - -	Amberley Road Board School -	..	56	..	..	67	2 9 6	2 9 6
	Penge. *See* under "Kent."								
3025A	Poplar - -	Bow and Bromley Institute, Bow Road.	34	256	308 7 4	..	..	..	308 7 4
3004	„ - -	Bow Lane National School -	..	19	41 3 9	..	..	..	41 3 9
7204A	„ - -	Glengall Road Higher Grade Board School, Cubitt Town.	12	..	11 4 10	12	..	..	11 4 10
7205F	„ - -	Old Ford, Monteith Road Board School.	76	..	29 12 3	76	..	16 18 8	46 10 11
3010	St. Marylebone	Central Higher Grade School (Day), 64, High Street.	55	..	42 12 9½	40	..	20 18 2½	63 10 11
3019	„ -	Central Higher Grade School (Evening), 64, High Stre t.	..	96	26 17 0	..	120	15 1 2	41 18 2
S9114	„ -	Central Higher Grade School (Evening), 61, High Street. (School of Science.)	53	..	171 12 9½	..	..	..	171 12 9
3018	„ -	Philological School, 248, Marylebone Road.	39	..	27 11 3½	31	..	15 0 3½	42 11 6
A3169	„ -	School of Science and Art, Regent Street Polytechnic.	453	1,634	1555 13 9½	546	523	581 19 7½ *84 18 0*	2,222 11 4
S9020	„ -	School of Science and Art, Regent Street Polytechnic. (School of Science.)	169	..	819 4 6½	..	..	..	819 4 6
2928	St. Pancras -	William Ellis' School, Allcroft Road Haverstock Hill.	7	16	2 15 9½	..	14	3 0 1½	5 15 10
S9086	„ -	William Ellis' School, Allcroft Road, Haverstock Hill (School of Science).	113	..	354 7 0½	..	..	..	354 7 3
2982A	„ -	Victoria High School for Girls, 7, Savernake Road, Hampstead.	..	..	..	23	..	5 8 0	5 8 0
3096	„ -	St. Aloysius Convent, Clarendon Square, Somers Town.	..	65	49 11 7½	..	80	43 16 11½	93 8 6
3171	„ -	Home and Colonial College, Gray's Inn Road (Evening Classes).	..	38	..	..	46	19 10	8 19 10
3098	„ -	Aldenham Institute, Goldington Crescent, Somers Town.	..	7	8 1 0½	..	..	..	8 1 0

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List of Schools and Classes—*continued.*

School No.	Place.	Where held.	Science.			Art.			Total Grants.
			Number under Instruction.		Grants.	Number under Instruction.		Grants.	
			Day.	Even.		Day.	Even.		
	LONDON—*continued.*				£ s. d.			£ s. d.	£. s. d.
7202B	St. Pancras -	Burghley Road, Marylebone Pupil Teachers' School, Kentish Town.	269	..	112 7 2	297	..	163 0 8	275 7 10
7222	„ -	Burghley Road Board School, Kentish Town (Evening).	..	176	114 0 0	..	78	16 0 5	130 0 5
S9177	„ -	Burghley Road Board School, Kentish Town (School of Science).	88	..	240 15 9	..	..	..	240 15 9
A7202P	„ -	School of Art, Medburn Street Higher Grade Board School.	..	..	..	..	74	89 0 1	89 0 1
7229	„ -	Medburn Street Higher Grade Board School (Evening).	..	51	23 4 5	..	..	..	23 4 5
S9048	„ -	Medburn Street Higher Grade Board School (School of Science).	114	..	379 2 9	..	..	..	379 2 9
7204E	„ -	Truro Street Board School, Haverstock Hill.	..	..	..	..	110	31 17 5	31 17 5
7204T	„ -	Burghley Road Board School, Kentish Town (Day).	..	..	..	48	..	37 7 4	37 7 4
7205A	Shoreditch -	Hoxton, St. John's Road Higher Grade Board School.	63	..	26 10 9	64	..	22 1 6	48 12 3
4532	Southwark -	Polytechnic Institute, 103, Borough Road.	..	325	376 13 5	..	60	35 13 8	412 7 1
S9161	„ -	Polytechnic Institute, 103, Borough Road (School of Science).	84	..	337 11 6½	..	..	..	337 11 6
7204G	„ -	Newington, Crampton Street Board School.	..	54	3 0 0	..	42	0 16 9	3 16 9
7204U	„ -	Walworth, Westmoreland Road Board School.	29	..	..	29	..	7 8 9	7 8 9
7225	„ -	Mina Road Board School, Old Kent Road (Evening).	..	..	..	..	102	15 14 5	15 14 5
7204N	„ -	Mina Road Board School, Old Kent Road (Day).	36	..	18 14 5	36	..	11 17 0	30 11 5
7245	„ -	Walworth, Beresford Street, Board School (Evening).	..	40	11 4 0	..	..	..	11 4 0
7205U	„ -	Walworth, Beresford Street Board School (Day).	102	..	115 15 4	33	..	12 13 9	128 9 1
4564	„ -	118, St. George's Road, Pupil Teachers' College.	..	92	34 6 6	..	115	25 16 4	60 2 10
7205O	„ -	West Square Higher Grade Board School.	60	..	47 19 11	65	..	25 2 6	73 2 5
7205N	„ -	Walworth, Penrose Street Board School.	30	..	3 11 6	31	..	9 9 5	13 0 11
7204P	Stepney - -	Limehouse, Thomas Street Board School.	..	..	..	63	..	26 6 0	26 6 0
3025	„ -	School of Science and Art, People's Palace, Mile End Road.	..	698	691 1 4	29	128	142 3 0 4 16 0	838 0 4
S9025	„ -	School of Science and Art, People's Palace, Mile End Road (School of Science).	509	..	2,460 11 7	..	..	..	2,460 11 7
3021	„ -	Church Schools, Pupil Teachers' Centre, Dongola Hall, Essian Street, Ben Jonson Road.	63	..	9 12 9	55	..	9 1 3	18 14 0
7202F	„ -	Trafalgar Square, Stepney, Pupil Teachers' School.	250	..	229 16 2	250	..	95 19 6	325 15 8
7202Q	„ -	Mile End, Essex Street Pupil Teachers' School.	222	..	133 9 0	246	..	142 4 4	275 13 4
7205D	„ -	Rutland Street Higher Grade Board School.	75	..	30 14 5	74	..	24 3 2	54 17 7
S9165	„ - -	Raine's School, Cannon Street Road (School of Science).	70	..	257 7 0½	..	..	..	257 7 0
S9110	„ - -	Central Foundation School, Spital Square, Bishopsgate (School of Science).	123	..	439 17 9½	..	..	..	439 17 9
3157	„ - -	Foundation School, Whitechapel Road.	102	..	122 19 4	68	..	4 2 9	127 2 1
7206H	„ - -	Whitechapel, Old Castle Street Board School.	..	..	..	..	40	4 4 3	4 4 3
7204R	Stoke Newington.	Oldfield Road Board School	99	..	82 8 9	87	..	39 0	121 9 6

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List of Schools and Classes—*continued.*

School No.	Place.	Where held.	Science. Number under Instruction. Day.	Science. Number under Instruction. Even.	Science. Grants.	Art. Number under Instruction. Day.	Art. Number under Instruction. Even.	Art. Grants.	Total Grants.
	LONDON—*continued.*				£ s. d.			£ s. d.	£ s. d.
4439	Wandsworth	High School for Girls, 63, South Side, Clapham Common	94	..	61 14 5	..	..	..	61 14 5
A4613	„	Putney, Oxford Road (School of Art).	..	11	2 10 0‡	54	92	266 16 0	269 6 0
4476	„	Technical Institute, 17, High Street.	..	131	84 12 1‡	..	..	*11 2 0*	95 14 1
S9115	„	Technical Institute, 17, High Street (School of Science).	138	..	600 7 7	..	..	..	600 7 7
A4581	„	Clapham, Vernon Road (School of Art).	10	10	5 10 6‡	64	54	255 11 4	261 1 10
7216	„	Clapham, Haselrigge Road Board School (Evening).	..	34	7 8 7	..	31	1 15 5	9 4 0
4587	„	Streatham Hill and Brixton High School for Girls, Wavertree Road.	72	..	20 7 10	..	..	..	20 7 10
7211	„	Balham, Oldridge Road Board School (Evening).	..	..	..	..	50	6 3 3	6 3 3
	See Battersea.								
3072	Westminster	National Training School of Cookery, Buckingham Palace Road.	56	52	73 6 0	..	..	..	73 6 0
A3144	„	School of Science and Art, Royal Architectural Museum, 18, Tufton Street.	..	..	..	252	93	173 2 11‡	173 2 11
3150	„	St. Stephen's Technical Institute, Vincent Square.	..	106	44 19 6	..	89	36 19 3 *9 0 0*	90 18 9
2853	„	Montpelier Street Higher Grade School, Brompton.	36	..	15 3 4	36	..	0 18 1‡	16 1 5
S9140	„	Montpelier Street Higher Grade School, Brompton (School of Science).	76	..	181 8 11	..	..	..	181 8 11
A3091	„	School of Science and Art, 3, Castle Street, Long Acre.	..	12	4 5 9‡	34	130	157 15 10	162 1 7
S9113	„	Archbishop Tenison's School, Leicester Square (School of Science).	64	..	245 16 1‡	..	..	..	245 16 1
A1973	Woolwich	School of Science and Art, Polytechnic Institute, William Street.	54	723	614 15 3	45	52	107 0 6	721 15 9
7206W	„	Mulgrave Place Board School	..	..	..	..	41	0 18 6	0 18 6
7202A	„	Maxey Road, Woolwich Pupil Teachers' School.	184	..	108 7 6	206	..	118 12 0	226 19 6
7202M	„	Bloomfield Road Higher Grade Board School (Day).	68	..	61 1 11	80	..	33 0 6	94 2 5
7247	„	Bloomfield Road Board School (Evening).	..	310	49 11 11	..	82	20 6 3	69 18 2
S9067	„	Bloomfield Road Higher Grade Board School (School of Science).	146	..	485 4 3	..	..	..	485 4 3
7202N	„	Plumstead Road Board School (Day).	55	..	34 11 4	53	..	19 10 6	54 1 10
7207	„	Ancona Road Board School (Day).	119	..	67 15 9	51	..	17 17 6	85 13 3
7207B	„	Purrett Road Board School	..	51	6 7 5	..	..	..	6 7 5
	MIDDLESEX:								
2801	Acton	Acton Lane, Priory Board School.	..	..	..	..	18	3 12 0‡	3 12 0
3137	Ashford	Ashford High School, Station Road.	..	..	..	..	45	2 11 2‡	2 11 2
A2872	Chiswick	School of Science and Art, Acton and Chiswick Polytechnic, Bath Road.	..	96	18 8 0‡	32	122	116 9 0‡	134 17 0
2924	Ealing	Public Buildings, Uxbridge Road.	..	81	18 3 4	73	48	119 2 10 *22 10 0*	159 16 2
3007	Enfield	School of Industry, Silver Street	..	3	..	8	28	30 9 6	30 9 6

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List of Schools and Classes—*continued.*

School No.	Place.	Where held.	Science.			Art.			Total Grants.
			Number under Instruction.		Grants.	Number under Instruction.		Grants.	
			Day.	Even.		Day.	Even.		
	MIDDLESEX—*continued.*				£ s. d.			£ s. d.	£ s. d.
3182	Enfield	Grammar School, Churchyard	54	55	36 12 4½	35	..	11 14 6½	48 6 10
3181	Enfield Highway	Baptist School, Totteridge Road.	..	66	19 6 4½	..	..	..	19 6 4
2900	Finchley	St. Mary's School, Church End.	..	..	..	..	47	11 16 11½	11 16 11
2901	Finchley (East)	East End, Long Lane Board School.	30	..	31 17 8½	..	..	..	31 17 8
2896	Friern Barnet	Grammar School, Friern Barnet Road.	15	..	5 1 6½	13	..	2 19 0½	8 0 6
3184	Hampton	The English School	..	..	..	..	19	0 14 0½	0 14 0
3185	„	Grammar School, Upper Sunbury Road.	40	..	28 3 2½	42	..	8 12 5½	36 15 7
2930A	Harlesden	The People's College, Bramshill Road.	..	13	2 9 2½	..	15	2 9 9½	4 18 11
2925	Harrow	Technical School, High Street	..	15	3 17 4½	8	42	6 5 0½	10 2 4
2930	„	Lower School of John Lyon, Middle Road.	78	..	105 10 1	61	..	19 0 2	124 10 3
2931	„	Greenhill, St. Ann's Road Board School.	20	..	3 19 9	..	..	..	3 19 9
2936	Highgate	Museum of Sanitary Appliances, North Hill.	..	55	18 12 4½	..	..	..	18 12 4
A2944	Hornsey	School of Science and Art, Crouch End Hill.	..	27	11 18 0½	102	94	355 11 1½	367 9 1
3191	Hounslow	School Lane Boys' National School.	..	8	1 16 6½	..	34	14 18 5½	16 14 11
3191A	„	The Polytechnic, Hanworth Road.	..	22	6 18 3½	..	..	..	6 18 3
2990	Kilburn	Willesden Polytechnic, Priory Park Road.	..	197	92 8 3½	18	147	147 14 1 *4 4 0*	} 244 6 4
3071	Pinner	Commercial Travellers' School, Hatch End.	97	..	75 1 4	79	..	18 19 0	94 0 4
3136	Sunbury	National School	..	..	..	..	23	1 15 11½	1 15 11
3121	Teddington	Church Road Science and Art Classes.	..	27	4 14 11½	89	55	78 8 11½ *10 16 0*	} 93 19 10
3122	„	Fairfax Road School, South Teddington.	..	..	..	..	13	1 13 6½	1 13 6
3133	Tottenham	Drapers' College High School for Girls, High Cross.	..	..	..	103	..	33 0 9	33 0 9
3134A	„	St. Katharine's College, Practising School, White Hart Lane.	..	61	28 5 5	50	..	10 7 0	38 12 5
3139	„	Grammar School, High Road	67	..	94 1 0½	103	..	30 9 6½	124 10 6
A3204	„	School of Science and Art, Polytechnic, Grove House, High Road.	..	262	176 6 11½	86	82	98 9 4½	274 16 3
3206B	„	Noel Park Board School, Gladstone Avenue.	..	17	4 17 5	..	40	48 10 6	53 7 11
3206M	„	The Polytechnic Pupil Teachers' Centre, High Road.	93	..	132 11 11	119	..	42 8 6	175 0 5
S9128	„	The Polytechnic Pupil Teachers' Centre, High Road (School of Science).	153	..	632 15 6	..	..	..	632 15 6
3206N	„	Broad Lane, "Earlsmead" Board School.	..	..	..	..	28	11 6 7	11 6 7
3135	Tottenham (South)	St. Ignatius' School, High Road.	40	..	61 9 10½	31	..	7 12 9½	69 2 7
3141	Uxbridge	Cowley Road British School	..	5	..	..	30	8 0 0½	8 0 0
3161	Wood Green	Royal Masonic School for Boys, Lordship Lane.	88	..	34 1 10	59	..	5 3 7	39 5 5
3162	„	St. Michael's Schools, Bounds Green Road	..	..	..	..	30	5 10 0½	5 10 0

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List of Schools and Classes—*continued.*

School No.	Place.	Where held.	Science. Number under Instruction. Day.	Science. Number under Instruction. Even.	Science. Grants.	Art. Number under Instruction. Day.	Art. Number under Instruction. Even.	Art. Grants.	Total Grants.
	MONMOUTHSHIRE:				£ s. d.			£ s. d.	£ s. d.
3329	Aberbeeg -	Boys' Board School - - -	..	28	6 15 6	..	16	4 15 6	11 11 0
3324	Abercarn -	Islwyn Street and Gorlan Street Board Schools.	..	..	..	..	23	1 8 11	1 8 11
3324A	„ -	District Council Offices, Bridge Street.	..	7	2 1 4	..	..	..	2 1 4
3325A	Abergavenny -	Town Hall, Cross Street - -	..	..	..	..	16	3 19 6	3 19 6
3325C	„ -	Girls' School, Castle Street -	..	48	7 14 4	..	..	..	7 14 4
3341	„ -	Henry VIII. Grammar School, Pen-y-Pound.	24	..	12 1 2	24	..	7 3 6	19 4 8
3315	Abersychan -	Church Road Board School -	..	44	9 17 9	..	18	3 3 4	13 1 1
3301	Abertillery -	Boys' Board School - - -	..	112	41 14 10	..	24	3 6 0	45 0 10
3338	„ -	Intermediate and Technical School, Brynteg.	31	29	54 8 10	75	..	9 11 3	64 0 1
3331	Blackwood -	Board School - - - -	..	24	1 7 6	..	..	..	1 7 6
3326	Blaenavon -	Park Street British School -	..	29	16 8 2	..	..	..	16 8 2
3326A	„ -	Church Road National School.	..	24	9 6 3	..	..	..	9 6 3
3314A	Blaina - -	Abertillery Road Board School	..	66	12 18 6	..	..	..	12 18 6
3339	Caerleon -	Boys' Endowed School, High Street.	..	..	..	..	11	1 2 9	1 2 9
3304	Chepstow -	Bridge Street Girls' Board School.	..	2	0 3 10	16	22	5 16 6	6 0 4
3320B	Cross Keys -	Salisbury Street, Waen Fawr Board School.	..	..	..	..	41	3 13 3	3 13 3
3350B	Crumlin - -	Crown Street Board School -	..	..	..	..	14	1 1 0	1 1 0
3327	Cwmbran -	St. Dial's Board School - -	..	16	6 6 7	..	24	7 1 6	13 8 1
3324C	Cwmcarn -	Newport Road Board School -	..	23	1 9 10	..	..	..	1 9 10
3305	Ebbw Vale -	Literary and Scientific Institute, Church Street.	..	50	26 9 6	..	7	0 16 6	27 6 0
3343	„ -	The County Intermediate School.	55	..	22 13 4	22	..	5 0 11	27 14 3
3329A	Llanhilleth -	Board School - - - -	..	24	5 19 1	..	..	..	5 19 1
3306	Monmouth -	St. Mary's Boys' School, Priory Street.	..	17	5 6 3	..	13	2 16 5	8 2 8
3314	Nantyglo -	Garnfach Board School - -	..	7	1 7 0	..	21	2 9 8	3 16 8
3350	Newbridge -	Tynewydd Board School - -	..	57	5 18 3	..	..	..	5 18 3
3350A	„ -	Greenfield Board School - -	..	..	..	..	27	2 9 10	2 9 10
A3308	Newport -	School of Science and Art, Free Library, Dock Street.	..	..	..	27	125	128 4 9	128 4 9
3308A	„ -	Technical School, Bridge Street.	..	216	95 3 5	..	..	*11 11 0*	106 14 5
A3308B	„ -	Free Library, Pill, Temple Street (Branch of School of Science and Art).	..	..	..	..	24	0 8 8	0 8 0
3308C	„ -	Barnard Town Board School -	..	..	..	..	30	0 5 1	0 5 1
3334	„ -	Charles Street Pupil Teachers' Centre, School Board Offices.	64	164	100 9 2	27	147	57 2 5	157 11 7
3334A	„ -	Chepstow Road, Maindee Board School.	37	..	49 4 4	33	..	14 14 3	63 18 7
3337	New Tredegar	Duffryn Terrace, Board Schools, Elliott Town	..	36	8 3 7	..	..	..	8 3 7
3338	Pengam - -	Commercial Street Board Schools.	..	41	13 15 11	..	..	..	13 15 11
3317	Pontypool -	Park Terrace, John Street Board Schools.	..	49	1 11 2	..	23	2 14 0	4 5 2
3335	„ -	Pontnewynydd, Pupil Teachers' Centre, New Infants' School, Cwmfrwdoer	66	..	6 18 5	55	..	4 19 11	11 18 4
3320D	Risca - -	Main Street, Pontymister, Board School.	..	17	2 10 2	..	37	3 14 9	6 4 11
3320	„ - -	Town School, Main Street -	..	37	..	..	22	0 13 7	0 13 7
3322	Rhymney -	Board School (Mid Rhymney Technical Classes).	..	20	2 18 10	..	16	3 16 6	6 15 4
3342	Rogerstone -	Board Schools - - - -	..	..	..	..	..	..	..
3309	Tredegar -	Earl Street Board School - -	..	26	14 12 8	..	26	2 7 9	17 0 5
3309A	„ -	The Laboratory, Duke Street -	..	7	5 6 3	..	..	..	5 6 3
3344	Usk - -	Maryport Street Higher Grade School.	..	..	..	..	16	0 14 4	0 14 4

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List of Schools and Classes—*continued.*

School No.	Place.	Where held.	Science. Number under Instruction. Day.	Science. Number under Instruction. Even.	Science. Grants. £ s. d.	Art. Number under Instruction. Day.	Art. Number under Instruction. Even.	Art. Grants. £ s. d.	Total Grants. £ s. d.
	NORFOLK:								
3437	Acle	National School	..	18	26 4 8½	..	..	..	26 4 8
3400	Banham	Grammar School	..	17	6 12 4½	..	..	..	6 12 4
3476	Bunwell	Turnpike Road Board School	..	30	27 15 10	..	..	..	27 15 10
3449	Downham	Paradise Road Board School	..	..	..	..	17	4 1 1½	4 1 1
3440	East Dereham	Theatre Street National School	..	13	4 19 5½	..	26	9 3 9½	14 3 2
3438	Fakenham	Church Lane National School	..	..	..	..	13	2 1 11½	2 1 11
A3416	Great Yarmouth.	School of Science and Art, South Quay.	..	120	83 7 6	98	83	154 9 1	237 16 7
3417	„	Grammar School	41	..	8 3 7	35	..	1 10 11	9 14 6
3481	„	St. Nicholas' Boys' School, Priory Library, Priory Row.	36	..	19 5 1	36	..	5 14 5	24 19 6
3416A	Gorleston	Lowestoft Road, Stradbroke Road Board School.	..	25	15 0 8	..	38	5 2 0	20 2 8
3447	Hunstanton	Board School	..	..	..	..	53	38 6 8½	38 6 8
3454	King's Lynn	Technical School, London Road	..	97	56 11 11½	16	80	55 6 8½ 2 2 0	114 0 2
S9063	„	Technical School, London Road (School of Science).	78	..	301 6 9	..	..	..	301 6 9
3418	Melton Constable.	Railway Institute, Briston Road	..	43	21 12 8½	..	27	1 17 8½	23 9 11
3432	New Buckingham.	Market Place Board School	..	23	6 4 10½	..	..	..	6 4 10
3455	North Walsham.	Board School	15	..	..	..	..	2 13 7½	2 13 7
3455B	„	Paston Grammar School	27	..	11 12 9½	30	..	4 14 5½	16 7 2
3455C	„	Church Rooms Institute, Vicarage Street.	..	..	..	..	15	2 7 6½	2 7 6
3455D	„	Congregational School Rooms, Vicarage Street.	..	..	..	..	35	6 9 11½	6 9 11
3405	Norwich	Girls' Model School	..	50	4 10 0	..	53	14 9 3	18 19 3
3407	„	Presbyterian School, Calvert Street.	45	..	56 6 8	50	..	48 6 8	104 13 4
A3409	„	School of Science and Art, Free Library, St. Andrew's Broad Street.	..	72	48 8 8	94	191	225 15 6	274 4 2
3415	„	Duke Street Higher Grade Board School.	76	216	201 4 9	173	71	128 1 5	329 6 2
S9060	„	Duke Street, Higher Grade Board School (School of Science).	220	..	906 2 9	..	..	..	906 2 9
S9141	„	Angel Road Board School (School of Science).	86	..	356 7 11	..	..	..	356 7 11
3430	„	Quayside Pupil Teachers' Centre Board School.	119	..	41 11 1	..	..	..	41 11 1
3473	„	Convent of Notre Dame, Surrey Road, St. Catherine's Hill	..	..	..	19	25	10 9 2	10 9 2
3479	„	High School for Girls, Theatre Street.	69	..	26 14 8	..	..	..	26 14 8
3480	Swaffham	Grammar School	41	..	21 4 4½	41	..	12 5 10½	33 10 2
3423	Thetford	10, White Hart Street	..	42	18 19 2½	..	23	3 12 8½	17 11 10
3427	„	Boys' Grammar School, London Road.	..	..	..	36	..	4 16 3½	4 16 3
	NORTHAMPTONSHIRE:								
3502	Brackley	Magdalen Collegiate School, High Street.	27	..	1 13 10	31	..	4 5 3	5 19 1
3551D	Castor	Infant School	..	8	2 5 4	..	25	5 19 9	8 5 1
3525	Daventry	Grammar School (Boys'), New Street.	15	..	4 9 2	50	..	4 18 2	9 7 4
3525A	„	Grammar School (Girls'), North Street.	..	..	..	18	..	6 0 10	6 0 10
3524	Desborough	Board School	..	..	..	..	28	4 11 6	4 11 6
3551B	Eye	Iron Room	..	..	..	..	23	5 2 9	5 2 9
3518	Floore	Boys' School	5	..	0 12 10	19	..	5 7 9	6 0 7
3522	Kettering	Stamford Road Board School	..	84	30 13 2	..	..	..	30 13 2
3522A	„	Rockingham Road Board School.	..	..	..	..	67	13 0 0	13 0 0

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List of Schools and Classes—*continued.*

School No.	Place.	Where held.	Science. Number under Instruction. Day.	Science. Number under Instruction. Even.	Science. Grants.	Art. Number under Instruction. Day.	Art. Number under Instruction. Even.	Art. Grants.	Total Grants.
	NORTHAMPTONSHIRE—*continued.*				£ s. d.			£ s. d.	£ s. d.
A3515	Northampton	School of Science and Art, Northampton and County Modern and Technical School, Abingdon Square.	160	187	261 11 5	58	224	254 8 9	516 0 2
3520	Oundle	Latham's School, North Street	..	4	0 14 0	4	29	27 13 8	28 7 8
3527	Peterborough	Deacon's School, Deacon's Street.	48	..	45 14 4	66	..	42 10 8	88 5 0
A3551	"	School of Science and Art, Minster Yard, and Roman Catholic Chapel, Queen Street.	..	325	125 16 6	46	173	273 7 11 *12 6 0*	411 10 5
3552	"	Art Studio, 111, Lincoln Road	..	..	..	..	38	4 15 10	4 15 10
3532	Rushden	Newton Road Board Schools	..	24	14 8 0	..	25	4 0 4	18 8 4
3535	Thrapston	High School, Bridge Street	..	28	21 5 4	..	23	23 10 0	44 15 4
3539	Wellingborough.	Technical Institute, Church Street.	57	40	46 4 10	41	48	21 1 9 *4 16 0*	72 2 7
3551B	Werrington	National School	..	10	2 3 2	..	22	7 14 8	9 17 5
3547	Yardley-Hastings.	National School	..	4	0 17 0	..	4	0 12 9	1 9 9
	NORTHUMBERLAND:								
3601	Alnwick	Mechanics' Institute, Percy Street.	..	..	..	..	7	0 15 9½	0 15 9
3679	"	Duke of Northumberland's School, Green Bat.	86	..	49 12 3½	83	..	19 6 5½	68 18 8
3675	Amble	Church School	..	..	..	..	59	10 18 2	10 18 2
3603	Ashington	Freestman's Memorial Hall	..	22	17 19 1½	..	..	..	17 19 1
3682	Backworth	Board School	..	7	3 5 6½	..	..	..	3 5 6
A3605	Berwick-on-Tweed.	School of Science and Art, High Street.	..	18	6 8 1	18	86	142 19 4 *19 18 0*	169 0 5
3683	"	Grammar School	15	..	8 4 3	..	..	..	8 4 3
3606	Blyth	Beaconsfield Terrace Higher Grade School.	..	83	21 2 1	..	31	8 4 0	29 6 1
B9099	"	Beaconsfield Terrace Higher Grade School (School of Science).	98	..	374 14 10	..	..	..	374 14 10
3654	"	Mixed School, Cambois	..	11	6 1 2½	..	..	..	6 1 2
3681	Choppington	Colliery School	..	11	6 16 2½	..	..	..	6 16 2
3651	Cramlington	National School	..	..	..	..	18	2 9 8½	2 9 8
3651A	"	Shankhouse School	..	23	7 4 1½	..	15	..	7 4 1
3631A	Cullercoats	John Street Board School	..	..	..	..	23	2 3 10	2 3 10
3611	Haltwhistle	West Croft Head Board School	..	13	6 5 1½	..	..	..	6 5 1
3618	Hexham	Board School	..	15	12 3 9½	..	18	6 7 6½	18 11 3
3637	Morpeth	King Edward VI. Grammar School (Day Classes).	16	..	24 6 11½	70	..	23 2 11½	47 9 10
3685	"	King Edward VI. Grammar School (Evening Classes).	..	32	14 0 7½	..	33	17 17 2½	31 17 9
3616	Newcastle-on-Tyne.	Mechanic's Institute, Elswick	53	342	291 10 0	53	150	61 15 6	353 5 6
3618	"	Allen's Endowed School, Northumberland Road.	112	..	49 11 8	154	..	36 2 0	85 13 8
3620	"	Westmorland Road Board School.	..	35	13 1 2	..	19	5 12 3	18 13 5
A3321	"	School of Science and Art, Durham College of Science, Barrasbridge.	..	180	124 10 6	88	162	339 17 2 *14 2 0*	478 9 8
3624	"	Pupil Teachers' Centre, Trinity Hall, Northumberland Road.	188	..	140 0 3	44	..	4 15 11	144 16 2
3629	"	Heaton Park Road Board School.	..	217	56 14 7	..	30	15 7 6	72 2 1
3629F	"	Westgate Hill Board School	..	88	20 1 8	..	22	6 0 6	26 2 2
3630	"	Royal Grammar School, Rye Hill.	71	..	42 10 5	71	..	42 13 8	85 4 1
3630A	"	Branch of Royal Grammar School, 5, St. Thomas' Place, Jesmond.	39	..	7 8 6	39	..	5 14 11	13 3 5
3638	"	St. Cuthbert's Grammar School, 49, Bath Lane.	17	..	0 15 1	..	..	..	0 15 1

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List of Schools and Classes—*continued.*

School No.	Place.	Where held.	Science. Number under Instruction. Day.	Science. Number under Instruction. Even.	Science. Grants.	Art. Number under Instruction. Day.	Art. Number under Instruction. Even.	Art. Grants.	Total Grants.
	NORTHUMBERLAND—*continued.*				£ s. d.			£ s. d.	£ s. d.
S9089	Newcastle-on-Tyne.	St. Cuthbert's Grammar School, 49, Bath Lane (School of Science).	72	..	269 10 5	..	..	..	269 10 5
A3650	„	School of Science and Art, Rutherford College, Bath Lane.	24	851	880 2 3	22	274	260 14 10 *6 6 0*	1,147 3 1
S9001	„	School of Science and Art, Rutherford College, Bath Lane, (School of Science).	337	..	1,649 17 11	..	..	..	1,649 17 11
3670	Newsham	Co-operative Hall, Elliott Street.	..	22	16 11 1	..	..	..	16 11 1
3632	North Shields	Albion Road Jubilee Board School.	..	192	72 8 10	..	83	37 8 4 *12 0 0*	121 17 2
3635	„	Science and Art Class, 9, Albion Road.	..	56	26 5 2½	..	84	74 5 0 *19 4 0*	119 14 2
3641	„	Presbyterian School, Howard Street	..	42	15 12 1½	..	..	*14 17 0*	30 9 1
3690	„	Training Ship "Wellesley"	..	26	11 5 10	..	..	..	11 5 10
3649	Rothbury	Sharp's Endowed School	13	..	4 5 0½	13	..	4 5 0½	8 10 0
3640	Seaton Delaval	Colliery School	..	17	3 14 0½	..	..	..	3 14 0
3645	Seghill	The Square, Boys' School	..	13	4 1 8½	..	..	..	4 1 8
3671	Shiremoor	The School, Woodbine Terrace	..	8	0 8 2½	..	..	..	0 8 2
3805c	Tweedmouth	Mount Road Boys' National School.	..	32	11 4 0	..	..	..	11 4 0
3653	Walker-on-Tyne.	Mechanics' Institute, Low Walker-on-Tyne, Church Street	..	59	30 6 8½	..	..	*15 9 0½*	45 15 3
3643	Wallsend	Athenæum, Station Road	..	63	30 2 4½	..	86	4 10 2½ *10 13 0*	45 5 6
3644	Willington Quay.	Stephenson Memorial School	..	76	24 10 8½	..	45	14 18 3½ *4 7 0*	43 15 11
3647	Wooler	Church of England School - High Street.	2	6	0 12 0½	6	..	0 11 8	1 3 8
	NOTTINGHAMSHIRE:								
3753	Awsworth	Church Street Board School	..	11	1 12 10½	..	33	3 5 3½	4 18 1
3743	Eastwood	Church Street National School	..	63	27 15 10	..	..	..	27 15 10
3754	„	Nottingham Road British Schools.	..	2	0 3 2	..	42	8 12 10	8 16 0
3741	Hucknall Torkard.	Beardall Street Board School	..	30	3 15 6½	..	36	8 10 3½	12 5 9
3739	Keyworth	Board School	..	10	2 16 10½	..	..	..	2 16 10
3773	Langwith	Whaley Thorns, Board School	..	30	3 1 6½	..	..	..	3 1 6
A3706	Mansfield	School of Science and Art, M. I., Queen Street.	..	15	6 1 8	8	96	57 7 7	63 9 3
3750	„	Queen Elizabeth's Grammar School, Chesterfield Road.	54	..	80 18 4	54	..	11 5 10	92 4 2
3750A	„	Queen Elizabeth's Grammar School for Girls, Woodhouse Road.	128	..	46 12 11	103	..	19 4 9	65 17 3
3751	„	Brunt's Technical Schools, Woodhouse Road.	..	91	26 10 2	..	..	..	26 10 2
S9117	„	Brunt's Technical Schools, Woodhouse Road (School of Science).	86	..	304 4 4	..	..	..	304 4 4
3747	Netherfield	Ashwell Street, Board School	..	18	2 19 7½	..	..	..	2 19 7
A3707	Newark	School of Science and Art, Mechanics' Institute, Middlegate.	..	42	29 3 10	10	56	64 7 6 *3 15 0*	97 6 4
A3707A	„	Bailey's Rooms, Kirkgate (Branch of School of Science and Art 3707).	..	28	15 5 10	..	47	52 19 4	68 5 2
3757	„	Magnus Grammar School, Appleton Gate.	33	..	16 11 11½	81	..	29 12 1½	46 4 0
3708	Nottingham	University College, Shakespeare Street.	..	407	386 1 9½	..	..	..	386 1 9
A3717	„	School of Science and Art, Waverley Street.	17	11	15 8 9½	120	368	653 3 2½	668 11 11

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List of Schools and Classes—*continued.*

School No.	Place.	Where held.	Science.			Art.			Total Grants.
			Number under Instruction.		Grants.	Number under Instruction.		Grants.	
			Day.	Even.		Day.	Even.		
	NOTTINGHAMSHIRE—*continued.*				£ s. d.			£ s. d.	£ s. d.
A3717A	Nottingham	Girls' School, Board School, Brierley Street (Branch of School of Science and Art, 3717).	..	..	..	..	35	24 0 7	24 0 7
A3717C	„	St. Ann's, Well Road Board School (Branch of School of Science and Art, 3717).	..	1	0 6 8½	..	37	25 8 9½	25 15 5
A3717D	„	Old Basford, Southwark Board School (Branch of School of Science and Art, 3717).	..	..	..	..	13	11 9 11	11 9 11
A3717E	„	New Basford, Stanley Road Higher Grade Board School (Branch of School of Science and Art, 3717).	..	..	..	..	24	28 7 4½	28 7 4
3719	„	Mundella Higher Grade Board School.	42	..	32 1 10	44	..	19 1 6	51 3 4
S9034	„	Mundella Higher Grade Board School (School of Science).	179	..	964 15 8	..	.	..	964 15 8
3719A	„	Clarendon Street Higher Grade Board School.	126	..	96 13 7	..	..	..	96 13 7
3719D	„	Queen's Walk Board School	..	95	15 7 3	..	30	1 15 2	17 2 5
S9003	„	Higher Grade Board School, High Pavement (School of Science).	180	..	826 10 1	..	..	..	826 10 1
3723	„	Windsor Street, St. Mark's National School.	..	22	23 16 4	..	..	..	23 16 4
3761	„	Huntingdon Street Higher Grade Board School.	54	23	30 11 3	54	27	23 16 0	54 7 3
3763	„	Forest Road, W., All Saints' Higher Grade School.	22	32	23 12 10	22	127	72 0 4	95 13 2
3764	„	High School, Arboretum Street	62	..	82 0 7	112	..	37 8 3	119 8 10
3769	„	College Street Higher Grade Boys' Board School, People's College.	196	40	105 2 5	33	..	7 14 3	112 16 8
S9051	„	College Street Higher Grade Boys' Board School, People's College (School of Science).	142	..	522 0 5	..	..	..	522 0 5
3769A	„	The Ropewalk Higher Grade Girls' Board School, People's College.	196	..	216 4 0	196	..	70 17 1	287 1 1
3769B	„	Acourt Street Pupil Teachers' School.	110	..	49 1 9	..	..	..	49 1 9
3724	Radcliffe-on-Trent.	National School	..	..	..	..	35	3 1 8½	3 1 8
3731	Retford	Grammar School, London Road	45	30	67 3 11½	69	22	45 15 9½	112 19 8
3772	„	Girls' High School, London Road.	..	..	..	35	..	8 5 3½	8 5 3
3729	Southwell	Collegiate Grammar School, Church Street.	22	..	9 17 1½	32	..	5 9 0½	15 6 1
3744	Stapleford	Church Street Board School	..	21	5 10 11	..	15	4 4 3	9 15 2
3771	Sutton-in-Ashfield.	Hardwick Street Board School	..	33	10 6 11½	..	35	2 6 6½	12 13 5
3774	Tuxford	Grammar School	11	..	3 1 0½	14	..	1 11 6½	4 12 6
3766	West Bridgford.	Musters Road Board School	49	..	50 16 3	48	..	17 1 6	67 17 9
3734	Worksop	Eastgate, St. John's Girls' School.	..	9	‡3 9 4	..	..	..	3 9 4
3734A	„	Dock Road School	..	..	..	..	14	1 11 5½	1 11 5
	OXFORDSHIRE:								
A3810	Banbury	School of Science and Art, The Municipal School, Marlborough Road.	1	79	64 8 1½	14	35	98 18 11½ *14 11 0*	177 18 0
S9058	„	School of Science and Art, The Municipal School, Marlborough Road (School of Science).	66	..	292 9 2	..	..	..	292 9 2

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List of Schools and Classes—*continued.*

School No.	Place.	Where held.	Science.			Art.			Total Grants.
			Number under Instruction.		Grants.	Number under Instruction.		Grants.	
			Day.	Even.		Day.	Even.		
	OXFORDSHIRE—*continued.*				£ s. d.			£ s. d.	£ s. d.
3832	Bicester - -	St. Edburg's Hall, Station Road	..	..	..	..	13	3 7 9½	3 7 9
S9102	Burford -	Grammar School, Church Green (School of Science).	62	..	270 16 3	..	..	..	270 16 3
3805	Charlbury -	National School - - -	..	..	..	..	19	4 15 5½	4 15 5
3820	Chipping Norton.	Town Hall, Market Place -	..	18	7 12 3½	..	..	..	7 12 3
3820A	„ - -	Burford Road Girls' National School.	..	..	..	..	20	4 0 3½	4 0 3
3833	Churchill(Chipping Norton).	Boys' School - - - - -	..	..	..	..	10	0 18 5½	0 18 5
3840	Deddington -	Banbury Road National School	..	..	..	..	20	..	..
3816	Henley-on-Thames.	Technical School, Free Reading Room, Duke Street.	..	29	13 1 0½	7	20	14 12 7½	27 13 7
A3821	Oxford - -	School of Science and Art, City Technical School, Church Street, St. Ebbe's.	20	185	141 6 6	74	164	91 19 6	238 6 0
S9120	„ - -	School of Science and Art, City Technical School, Church Street, St. Ebbe's (School of Science).	50	..	267 8 9	..	..	..	267 8 9
3821A	„ - -	Technical School, Cherwell Street, St. Clements.	..	..	..	..	28	9 2 3½	9 2 3
3827	„ - -	City Science School, Wesleyan Higher Grade School, New Inn, Hall Street.	46	..	69 19 0	35	..	9 0 10	78 19 10
3817	Sibford Ferris	Friend's School - - -	..	..	..	78	..	7 4 5½	7 4 5
3834	Steeple Aston	Technical School - - -	..	10	3 12 4½	5	7	2 12 9½	6 5 1
3836	Thame - -	Lord Williams Grammar School, Oxford Road.	..	28	12 11 3	..	..	..	12 11 3
S9166	„ - -	Lord Williams Grammar School, Oxford Road (School of Science).	26	..	88 15 4	..	..	..	88 15 4
3836A	„ - -	Old Grammar School, High Street.	..	22	..	..	..	..	..
3830	Witney - -	New Science Buildings, High Street.	24	55	61 6 1½	..	25	6 9 3½	67 15 4
S9171	„ - -	New Science Buildings (School of Science).	32	..	120 5 9½	..	..	..	120 5 9
3841	„ - -	Grammar School - - -	..	..	..	17	..	2 10 8½	2 10 8
3839	Woodstock -	Council Chambers, Town Hall, Market Place.	..	..	..	17	..	3 13 4	3 13 4
	RUTLANDSHIRE:								
3871	Uppingham -	National School - - -	..	..	..	..	28	8 12 3	8 12 3
	SHROPSHIRE:								
3915	Bridgnorth -	Literary Institute, New Market Buildings, Postern Gate.	..	..	..	15	53	8 3 8	8 3 8
3940	„ -	Grammar School, St. Leonard's Close.	26	..	19 6 2	25	..	4 6 8	23 12 10
A3901B	Broseley -	New Road National School (Branch School of Science and Art).	..	..	..	..	17	4 1 6	4 1 6
3918	Cleobury Mortimer.	Childe Foundation, The College, Main Street.	59	12	96 15 4	59	..	17 17 6	114 12 10
A3901	Coalbrookdale	School of Science and Art, Literary and Science Institute.	..	23	9 6 11	4	69	85 3 6 *0 15 0*	95 5 5
3919	Craven Arms -	Market Street New Board School.	4	..	0 4 5	14	..	2 3 0	2 7 5
A3901K	Dawley - -	National Schools (Branch of School of Science and Art).	..	..	..	..	26	4 18 4	4 18 4
3925	Donnington -	Workmen's Hall, Station Road	..	18	3 5 5	..	..	*6 3 0*	9 8 5
3923	Hadley - -	High Street Wesleyan Schools	..	..	..	17	..	1 12 8	1 12 8
A3901D	Ironbridge -	Church Schools (Branch of School of Science and Art).	..	..	..	..	26	5 3 11	5 3 11

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List of Schools and Classes—*continued.*

School No.	Place.	Where held.	Science. Number under Instruction. Day.	Science. Number under Instruction. Even.	Science. Grants.	Art. Number under Instruction. Day.	Art. Number under Instruction. Even.	Art. Grants.	Total Grants.
	SHROPSHIRE—*continued*				£ s. d.			£ s. d.	£ s. d.
A3901H	Jackfield -	Church School (Branch of School of Science and Art).	..	..	..	..	28	3 5 7	3 5 7
3910	Ludlow - -	Grammar School, Mill Street -	..	..	..	..	47	14 15 0	14 15 0
A3901F	Madeley -	Church Street National School (Branch of School of Science and Art).	..	..	..	..	14	0 18 9	0 18 9
3904	„ -	Wesleyan School, Court Street	..	15	4 3 0	..	..	..	4 3 0
A3901G	Much Wenlock	Church School (Branch of School of Science and Art).	..	..	..	..	13	2 4 1	2 4 1
3927	Newport -	Grammar School, High Street -	..	..	..	..	42	7 10 0	7 10 0
3927A	„ -	Avenue Road National School	..	31	14 0 10	..	..	*35 5 0*	49 5 10
3961	Oakengates -	Coffee Palace Assembly Rooms, Market Street.	..	21	1 0 5	..	86	10 17 3	11 17 8
A3906	Oswestry -	School of Science and Art, Guildhall, Bailey Head.	4	15	9 3 9	46	190	134 10 1	143 13 10
3906C	„ -	Town Hall - - - - -	..	..	..	..	..	..	..
3941	„ -	Grammar School, Upper Brook Street.	48	..	13 5 1	69	..	13 6 6	26 11 7
3931B	St. George's -	Gower Street Girls' Board School.	..	28	7 10 6	..	..	..	7 10 6
3934	Shifnal - -	National School - - -	..	..	..	..	16	3 17 3	3 17 3
3908	Shrewsbury -	Vaughan's Mansions, College Hill.	..	39	26 4 3	..	70	24 6 8	50 10 11
3908B	„ -	Wyle Cop Board School - -	..	..	..	147	..	29 10 2	29 10 2
3937	„ -	High School for Girls, Murivance (Public Day School Company's School).	68	..	16 10 10	..	..	..	16 10 10
3929	Wellington -	Wellington College, Constitution Hill.	..	44	..	..	..	..	..
3929A	„ -	Constitution Hill National School.	36	95	36 10 8	..	109	42 9 0	78 19 8
3938	Wem - -	Grammar School, High Street and Noble Street.	52	..	22 11 7	64	..	..	22 11 7
3931A	Wrockwardine Wood.	Boys' Board School - - -	..	..	..	..	30	2 12 11	2 12 11
	SOMERSETSHIRE:								
4004	Axbridge -	Sidcot School - - - -	67	..	45 5 11	103	..	44 13 2	89 19 1
A4001	Bath - -	School of Science and Art, Central Technical Schools, The Guildhall.	71	180	100 1 7½	203	114	269 18 4	369 14 11
S9130	„ -	School of Science and Art, Central Technical Schools, The Guildhall (School of Science).	152	..	687 9 9½	..	..	..	687 9 9
4070	Blackford (Wedmore).	Sexey's School - - - -	64	..	37 7 2½	64	..	16 17 9	54 4 11
A4011	Bridgwater -	School of Science and Art, Art and Technical School, Lonsdale House, Blake Street.	8	16	16 6 5	94	110	150 12 1 *3 18 0*	170 16 6
4068	„ -	Dr. Morgan's Endowed School, Mount Street.	64	..	48 15 1	94	..	8 0 3	56 15 4
S9101	Bruton - -	Sexey's Trade School (School of Science).	70	..	429 3 6	..	..	..	429 3 6
4015	Burnham -	Esplanade National School -	..	..	..	..	19	6 15 6½	6 15 6
4036	Castle Cary -	Board School - - - -	4	..	0 11 4½	15	..	3 7 11½	3 19 3
4023	Chard - -	Technical Education Rooms, Combe Street.	..	..	..	49	..	3 18 8½	3 18 8
4009	Clevedon -	Albert Road Public Hall -	..	13	4 8 8½	..	19	10 11 11½	15 0 7
4067	Coleford -	Church Hill Church School Room.	..	..	..	..	12	1 15 10	1 15 10
4055	Crewkerne -	West Street Boys' National School.	..	4	0 3 8½	..	16	3 17 9½	4 1 5
A4017	Frome - -	School of Art, Literary Institute, North Parade.	..	21	4 8 3½	9	96	50 15 7½	55 3 10
4019	Glastonbury -	Town Hall, The Museum, Magdalen Street.	..	7	2 0 10	9	31	13 16 10	15 17 8

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List of Schools and Classes—*continued.*

School No.	Place.	Where held.	Science.			Art.			Total Grants.
			Number under Instruction.		Grants.	Number under Instruction.		Grants.	
			Day.	Even.		Day.	Even.		
	SOMERSETSHIRE—*continued.*				£ s. d.			£ s. d.	£ s. d.
4015A	Highbridge	St. John's School, Church Street.	..	29	18 17 5½	..	..	..	18 17 5
4022	Ilminster	Grammar School for Boys, Silver Street.	48	..	21 12 4½	..	..	..	21 12 4
4022A	„	Grammar School for Girls, Church Walk.	32	..	4 7 8½	57	..	10 2 8½	14 9 11
4051	Langport	Grammar School, The Hill	40	..	29 4 4½	40	..	..	29 4 4
4075	Portishead	3, Litfield Buildings, High Street.	..	2	..	6	9	5 11 3½	5 11 3
4042	Radstock	Old Bath Hill Board School,	3	..	0 4 11	16	..	5 8 0	5 12 11
4069	Shepton Mallet	Technical Building, Market Place.	..	..	..	..	24	11 11 9½	11 11 9
4076	„	Grammar School, Charlton Road.	32	..	10 7 8½	32	..	7 7 9½	17 15 5
4076A	„	Technical Building, Market Place. (Grammar School Classes).	32	..	7 5 11½	..	..	..	7 5 11
4040	Somerton	Free Grammar School, Broad Street.	..	..	..	..	24	10 15 9½	10 15 9
4030	Street	Board School	..	..	..	..	23	4 19 6½	4 19 6
4013	Taunton	Bishop Fox's Girls' School, 20, The Crescent.	..	..	..	44	..	5 15 8½	5 15 8
A1032	„	School of Science and Art, Victoria Rooms, The Parade.	4	8	1 8 7	109	135	187 0 8	183 9 3
4038	„	Huish School, East Street	58	..	15 6 9½	59	..	11 11 2½	26 17 11
4053	„	Technical Institute, Corporation Street.	4	116	17 5 10	..	..	..	17 5 10
4072	Wellington	Art and Technical School, Courtland Road.	..	12	4 9 5	12	85	59 12 1	64 1 6
S9174	„	West Somerset County School, South Street, School of Science.	43	..	136 9 11	..	..	..	136 9 11
4031	Wells	Wells Girls' Blue School (Boys' Department), Portway.	6	..	0 7 5½	28	..	6 7 6½	6 14 11
4065	„	Blue School (Boys'), Portway	52	..	30 9 8½	33	..	7 10 4½	38 0 0
4071	„	Boys' Blue School, Portway	14	22	4 4 10½	..	..	..	4 4 10
A4048	Weston-super-Mare.	School of Science and Art, Church Road.	43	111	62 14 4	46	58	72 11 10	135 6 2
4046	Yeovil	Victoria Hall, South Street	..	8	0 12 2½	..	..	23 17 7½	24 9 9
4046A	„	Kingston School, Kingston	59	33	28 7 4½	104	..	22 5 6½	50 12 10
4046B	„	Girls' High School, The Park	45	..	19 11 5½	43	..	7 0 11½	26 12 4
4046C	„	Reckleford Board School	8	..	1 16 11½	..	..	..	1 16 11
	STAFFORDSHIRE:								
A4108	Bilston	School of Science and Art, Technical School, Willenhall Road.	12	122	51 11 6	26	76	80 0 5	131 11 11
4106	Bradley Green	Public Hall	..	6	..	..	10	1 5 7½	1 5 7
4115	Brewood	Grammar School	37	..	22 12 7½	40	..	6 16 8½	29 9 3
4114	Brierley Hill	Technical School, Albion Street	..	24	4 10 2	..	85	68 8 8 } *1 10 0* }	74 8 10
4253	Brownhills	Chester Road Central Board School.	..	29	4 7 5½	..	20	0 19 1½	5 6 6
4111	Burslem	Middleport Boys' Board School	..	..	..	..	112	33 8 9	33 8 9
4111A	„	Granville Board School, Cobridge.	..	..	..	..	102	27 8 9	27 8 9
4111B	„	Park Road Board School	..	..	..	..	100	16 9 10	16 9 10
A4116	„	School of Science and Art, Wedgwood Institute, Queen Street.	..	225	336 17 2	25	196	289 10 6 } *12 15 0* }	639 2 8
A4120	Burton-on-Trent.	School of Science and Art, The Institute, Union Street.	74	100	166 2 3	10	82	123 6 0 } *13 1 0* }	302 9 3
4123	„	Guild Street Higher Grade Board School.	261	..	161 4 3	257	..	64 18 6	226 2 9
4125	„	Science and Art Class, Guild Street.	..	2	0 14 6	14	28	13 7 8	14 2 2
4105	Cannock	Chadsmoor Board Schools	..	17	22 10 8½	..	..	*15 12 0*	38 2 3
4161	Chasetown	Board School	..	22	6 0 0½	..	..	..	6 0 0

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List of Schools and Classes—*continued.*

School No.	Place.	Where held.	Science. Number under Instruction. Day.	Science. Number under Instruction. Even.	Science. Grants.	Art. Number under Instruction. Day.	Art. Number under Instruction. Even.	Art. Grants.	Total Grants.
	STAFFORDSHIRE—*continued.*				£ s. d.			£ s. d.	£ s. d.
4127	Cheadle - -	Monkhouse School, The Monkhouse.	..	12	5 12 4½	..	17	16 8 1½	22 0 5
A4249	Darlaston -	School of Art, Free Library Buildings, Victoria Road.	..	82	8 10 7	8	61	66 4 7	74 15 2
A4230	Fenton - -	School of Science and Art, Technical School, High Street.	..	4	1 16 8	9	75	65 19 8	67 15 11
4230A	„ - -	Laboratory, Town Hall, Church Street.	..	23	10 18 9	..	..	..	10 18 9
A4104	Handsworth -	School of Science and Art, Technical School, Golds Hill Road.	25	146	109 13 0	26	160	209 8 9 *£2 19 0*	342 0 9
4103	„ -	Grammar School, Grove Lane -	..	..	..	68	..	17 19 8½	17 19 8
A4141	Hanley - -	School of Science and Art, Albert Memorial Institute, Pall Mall.	..	63	23 16 11	20	210	220 10 4	244 7 3
4221	„ - -	Old Hall Street Higher Grade Board School.	..	222	130 18 8	..	110	63 13 0	194 11 8
S9079	„ - -	Old Hall Street Higher Grade Board School (School of Science).	305	..	1,617 2 6	..	..	..	1,617 2 6
4105A	Hednesford -	Station Road Wesleyan School	..	17	4 8 6½	..	..	..	4 8 6
4146	Kidsgrove -	Victoria Hall - - - -	..	12	5 16 2½	..	..	..	5 16 2
4233	Kinver - -	Grammar School - - -	15	..	8 19 8½	..	..	..	8 19 8
A4148	Leek - -	School of Science and Art, Nicholson Institute, 2, Stockwell Street.	48	48	13 10 1	43	59	89 19 0	103 9 1
4150	Lichfield -	Dam Street School - - -	..	40	10 14 0½	..	67	20 9 6½	31 3 6
4150A	„ - -	Grammar School, St. John Street.	..	..	..	51	..	10 16 0½	10 16 0
4151	Longton - -	Endowed School, Trentham Road.	35	..	22 3 6½	37	..	14 10 6½	36 14 0
A4153	„ - -	School of Science and Art, Sutherland Institute.	..	184	112 5 11	10	147	136 16 4	249 2 3
A4154	Newcastle-under-Lyme	School of Science and Art, Municipal Buildings, Ironmarket.	..	3	..	12	100	143 13 10	143 13 10
4155	„ -	Hassell Street Board School -	..	..	..	..	115	29 2 1	29 2 1
4159	„ -	High School, Mount Pleasant	135	76	178 9 3½	90	..	26 17 11½	205 7 2
4159A	„ -	Endowed Middle School, Pool Dam.	..	..	..	63	..	14 1 8½	14 1 8
4202	Oakamoor -	Infant School - - - -	..	7	2 1 10½	..	..	..	2 1 10
4208	„ -	St. Wilfred's College - -	57	..	..	..	..	..	..
4259	Old Hill - -	Macefields Technical School, Board School, Mace Street.	..	44	16 3 5½	..	55	31 17 4½	48 0 9
4167	Smethwick -	Central Board Schools (Technical Schools), Crockett's Lane.	..	234	202 2 2	..	136	51 8 10	253 11 0
A4168	Stafford - -	School of Science and Art, County Technical School, Victoria Square.	38	73	84 9 9	95	128	194 10 8	279 0 5
A4173	Stoke-on-Trent.	School of Science and Art, Minton Memorial Buildings, Eldon Place, London Road.	..	150	87 18 4	8	150	203 2 5	291 0 9
4176	Stone - -	Mechanics' Institute, Town Hall, High Street.	..	1	..	..	26	11 8 6½	11 8 6
4176A	„ -	Westbridge House, Stafford Street.	..	10	1 16 0½	..	..	..	1 16 0
4177	Tamworth -	Marmion Street Board School -	79	..	14 3 1	..	..	..	14 3 1
4177A	„ -	Baths and Institute, Church Street.	..	6	1 5 3	19	71	39 11 5	40 16 8
4178	„ -	Grammar School, Ashby Road	24	..	1 13 10½	29	..	5 8 4½	7 2 2
4183	Tipton -	Great Bridge Board Schools -	..	23	3 9 0	..	..	..	3 9 0
4183A	„ - -	Sedgeley Road, Tipton Green Board School.	..	22	3 0 2	..	..	..	3 0 2
4184	Trysull - -	School - - - - -	..	..	..	..	15	3 4 6½	3 4 6
A4182	Tunstall - -	School of Science and Art, Victoria Institute, Station Road.	..	106	58 19 10	8	137	207 10 0 *9 15 0*	276 4 10
4254	Uttoxeter -	Alleyn's Grammar School, Dove Bank.	..	8	2 12 10½	5	31	14 17 7½	17 10 5

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List of Schools and Classes—*continued.*

School No.	Place.	Where held.	Science.			Art.			Total Grants.
			Number under Instruction.		Grants.	Number under Instruction.		Grants.	
			Day.	Even.		Day.	Even.		
	STAFFORDSHIRE—*continued.*				£ s. d.			£ s. d.	£ s. d.
A4188	Walsall	School of Science and Art, Science and Art Institute, Bradford Place.	..	781	313 1 8½	84	402	206 4 2½ *29 8 0*	548 13 10
S9039	„	School of Science and Art, Science and Art Institute, Bradford Place (School of Science).	162	..	963 18 4	..	..	..	963 18 4
4190	„	Queen Mary's Boys' High School, Lichfield Street.	140	..	158 2 11	124	..	34 16 5	192 19 4
4190A	„	Queen Mary's Girls' School, Upper Forster Street.	80	..	28 13 7	60	..	12 13 2	41 6 9
4222	„	John Street, Centenary Wesleyan Day School.	8	..	..	..	..	..	..
4188A	„	Bloxwich, Elsmore Green Board School.	..	11	3 0 7½	..	35	5 9 4½	8 9 11
4195	Wednesbury	Municipal Technical Science School, Holyhead Road.	..	45	69 12 2	..	..	..	69 12 2
4195A	„	Municipal Technical School, Art Gallery, Holyhead Road.	..	59	22 5 1	12	71	34 11 9	56 16 10
A4206	West Bromwich	School of Science and Art, The Institute, Lodge Road, and Old County Court.	15	329	350 5 4½	88	355	442 7 8 *42 15 0*	835 8 0
A4206B	„	Spon Lane School (Branch of School of Science and Art).	..	..	..	..	134	78 4 0½	78 4 0
A4206C	„	Black Lake School, Swan Lane (Branch of School of Science and Art).	..	29	11 2 6½	..	97	62 1 1½ *19 10 0*	92 13 7
4239	Willenhall	Technical School, Stafford Street Central Board School.	..	40	12 3 1	..	33	29 7 7	41 10 8
4210	Wolstanton	High Street National School	..	..	..	..	35	14 15 11	14 15 11
4212	Wolverhampton.	Free Library, Science and Technical School, Garrick Street.	..	276	313 2 8	..	..	..	313 2 8
A4215	„	Municipal School of Science and Art, St. Peter's Close.	2	211	127 9 0	56	172	296 10 3 *25 16 0*	449 15 3
4223	„	New Hampton Road Higher Grade Board School.	..	164	116 10 2	..	..	..	116 10 2
S9093	„	New Hampton Road Higher Grade Board School (School of Science).	233	..	970 15 2	..	..	..	970 15 2
4223A	„	Stafford Street, Pupil Teachers' Centre, School Board Offices.	155	..	*	171	..	62 15 9	62 15 9
4250	„	Orphan Asylum, Goldthorn Hill, Penn Road.	33	..	29 7 5	55	..	2 10 0	31 17 5
S9182	„	Grammar School, Compton Road (School of Science).	81	..	273 8 4	..	..	..	273 8 4
A4237	Wordsley	School of Art, High Street	..	15	1 12 1½	7	101	139 1 7	140 13 8
	SUFFOLK:								
4301B	Beccles	Pedder's Lane Board Schools	44	10	14 15 8½	..	48	15 14 0½	30 9 8
4327	Bungay	Board School	22	29	6 4 6½	26	..	5 3 6½	11 8 0
4308	Bury St. Edmunds.	Art Class Room, Cornhill	3	14	5 8 6	41	31	43 17 2	49 5 8
4308A	„	King Edward VI. Grammar School.	..	..	..	70	.	13 10 9	13 10 9
4308B	„	East Anglian School, Northgate Avenue.	26	..	9 16 0	110	..	17 10 1	27 6 1
4337	Eye	Council Chamber of Town Hall.	10	..	1 0 7½	13	..	3 6 9½	4 7 4
4341	„	Grammar School, Church Street.	19	30	17 15 7½	20	..	4 4 2½	21 19 9
4315	Framlingham	College Road Boys' School	..	..	..	12	..	3 5 9½	3 5 9
4357	Haverhill	Wratting Road Boys' Board School.	..	..	..	31	30	5 0 4	5 0 4
A4306	Ipswich	School of Science and Art, Technical School, High Street.	..	71	62 5 3	68	93	243 15 0	306 0 3

* Included with grant to School 4,223.

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List of Schools and Classes—*continued.*

School No.	Place	Where held.	Science. Number under Instruction. Day.	Science. Number under Instruction. Even.	Science. Grants. £ s. d.	Art. Number under Instruction. Day.	Art. Number under Instruction. Even.	Art. Grants. £ s. d.	Total Grants. £ s. d.
	SUFFOLK—*continued.*								
4306A	Ipswich	Science and Technical School, Christ Church Park.	..	198	179 5 6	..	..	*13 16 0*	193 1 6
4340	„	Tower Ramparts Higher Grade Board School	79	..	136 1 9	79	..	32 18 3	169 0 0
4342	„	St. Margaret's Bolton Lane Middle School for Boys.	97	9	100 18 6	117	..	22 15 0	123 13 6
4342A	„	Foundation Street Middle School for Girls.	34	..	8 5 10	40	..	3 15 6	12 1 4
4336	Leiston	Works Hall, High Street	35	19	16 7 7½	..	..	..	16 7 7
A4311	Lowestoft	School of Science and Art, Clapham Road.	..	76	..	97	94	123 10 11 *8 14 0*	132 4 11
4331	Saxmundham	Station Road Board School	..	..	..	27	..	8 16 5½	8 16 5
4301C	Stowmarket	Childer Road British School	..	..	..	..	20	5 16 9½	5 16 9
4301D	„	National School	..	38	12 8 9½	..	..	..	12 8 9
4335	Sudbury	Town Hall	..	8	1 11 8	..	51	17 2 1	18 13 9
4332	Wickham Market.	Woodbridge Road National School.	..	28	7 15 10½	..	..	..	7 15 10
4348	Woodbridge	St. John's Parish Room, St. John's Street.	..	43	17 2 7½	..	39	19 1 11½	36 4 6
4359	Yoxford	Board School	..	..	..	22	..	5 6 8½	5 6 8
	SURREY:								
4552	Carshalton	West Street Board School	..	6	1 3 2½	..	5	0 14 5½	1 17 7
4574	Caterham	Caterham Valley Congregational School.	107	..	35 10 1½	120	..	28 9 0½	63 19 1
A4440	Croydon	School of Science and Art, Literary and Scientific Institute, George Street.	..	6	1 5 0	84	77	251 2 3	252 7 3
4448	„	Polytechnic, Scarbrook Road	..	220	144 2 5	..	..	..	144 2 5
4468	„	Convent of the Ladies of Mary, Tavistock Road.	..	37	56 7 2	47	26	18 0 9	74 7 11
4487	„	Whitehorse Road Pupil Teachers' Centre, Board School.	45	29	17 10 5	101	..	29 9 9	47 0 2
4533	„	Polytechnic, Selhurst Road, South Norwood.	..	73	48 8 11	..	85	58 11 9	107 0 8
4588	„	Old Palace School, Old Palace Road.	..	..	..	..	17	4 15 5	4 15 5
4592	„	Borough of Croydon Polytechnic, High Street, Thornton Heath.	..	51	30 2 3	6	62	20 6 8	50 8 11
4591	Dorking	High School, Chart Lane Institute, Dene Street.	37	17	38 17 0½	52	44	19 12 0½	58 9 0
4529	Egham	Technical Institute, Egham Hill.	..	52	11 7 6½	..	41	17 0 6½	28 8 0
A4427	Epsom	School of Art, Technical Institute, Church Street.	..	12	2 3 7½	15	39	58 5 5½	60 9 0
A4446	Farnham	School of Science and Art, South Street.	1	24	4 5 0½	55	31	71 5 1½	75 10 1
4447	Farnham	Grammar School, 25, West Street.	..	14	5 14 2½	..	..	..	5 14 2
S9078	„	Grammar School, 25, West Street (School of Science).	63	..	186 13 1½	..	..	..	186 13 1
A4414	Godalming	School of Science and Art, Technical Institute, Bridge Road.	4	35	29 18 9½	36	57	63 17 2½	93 15 11
4453	Guildford	Technical School, Working Men's Institute, Ward Street.	..	31	13 0 0½	..	52	17 4 6½	30 4 6
4600	„	Royal Grammar School, High Street.	38	..	45 1 11½	72	..	19 10 4½	64 12 3
14,401	Haslemere	New Educational Hall, Foundry Road.	..	24	3 15 10½	..	..	..	3 15 10
4459	Kingston-on-Thames.	Tiffin's Boys' School, Fairfield South.	140	..	162 3 7½	140	..	60 0 9½	222 4 4
4459A	„	Tiffin's Girls' School, St. James' Road.	130	..	13 19 4½	85	..	21 2 8½	35 2 0
A4598	„	School of Science and Art Technical School, Kingston Hall Road.	..	222	97 1 3½	27	181	95 8 10½	192 10 1

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List of Schools and Classes—*continued.*

School No.	Place.	Where held.	Science.			Art.			Total Grants.
			Number under Instruction.		Grants.	Number under Instruction.		Grants.	
			Day.	Even.		Day.	Even.		
	SURREY—*continued.*				£ s. d.			£ s. d.	£ s. d.
4593A	Kingston-on-Thames.	The Polytechnic, Fife Road -	..	17	10 14 11½	..	..	..	10 14 11
4567	Leatherhead -	The Institute, High Street -	..	..	..	..	24	9 15 3½	9 15 3
4585	Merton - -	Rutlish School (Day Classes), Kingston Road.	1	..	1 17 11½	..	..	..	1 17 11
4586	„ - -	Rutlish School, Kingston Road (Evening Classes).	..	140	55 3 4½	..	87	50 9 6½	105 12 10
S9118	„ - -	Rutlish School, Kingston Road (School of Science).	105	..	493 13 11½	..	..	..	493 13 11
4570	Molesey (East)	Park Road Boys' School -	..	8	1 4 6½	..	24	1 18 9½	3 3 3
A4494	Redhill - -	School of Science and Art, Technical Institute.	..	70	22 6 6½	17	75	63 10 3½	85 16 9
4498	„ - -	Royal Asylum of St. Anne's Society School.	86	94	124 7 8	93	..	22 5 0	146 12 8
4433	Reigate - -	Grammar School, Reigate Road	54	..	32 3 3½	29	..	5 15 4½	37 18 7
A4482	Richmond -	School of Science and Art, Halford House, Halford Road.	..	121	69 2 10	85	96	223 15 2 *7 4 0*	300 2 0
4599	„ -	The County School, Kew Road	..	60	27 3 5½	..	63	45 1 5½	72 5 2
S9143	„ -	The County School, Kew Road. (School of Science).	96	..	407 17 9½	..	..	..	407 17 9
4499	Surbiton -	Science and Art Classes, Ewell Road.	..	7	..	18	40	51 13 0½	51 13 0
4511	Sutton - -	High School for Girls, Cheam Road.	147	..	35 11 0	..	..	..	35 11 0
4557	„ - -	Technical Institute, County School, Throwley Road.	..	94	41 17 1½	11	19	15 7 7½	57 4 8
S9208	„ - -	County School, Throwley Road (School of Science).	41	..	81 19 7½	..	..	..	81 19 7
4594A	Wallington -	County School for Girls, Manor Road.	12	..	3 6 8½	..	19	1 9 11½	4 16 7
4526	Wimbledon -	High School for Girls, Mansel Road.	118	..	16 12 0	..	..	..	16 12 0
4527	„ -	Technical School for Girls, Hubert Road.	69	..	12 13 3½	68	..	8 18 2½	21 11 5
	SUSSEX:								
4631	Bognor - -	Assembly Rooms, Canada Grove.	..	17	2 9 8½	14	40	41 16 6½ *1 16 0½*	46 2 2
A4303	Brighton -	Municipal School of Science and Art, Grand Parade.	..	16	1 15 6½	146	215	399 6 3½	401 1 9
4603B	„ -	Municipal School of Science and Technology, Richmond Terrace.	69	354	467 14 5½	..	..	*68 8 0½*	536 2 5
4604	„ -	Church Schools, Central Schools, Pupil Teachers' Centre, Church Street.	21	..	4 9 1	61	..	12 7 1	16 16 2
4615	„ -	Municipal School of Science and Technology (Grammar School Branch), Buckingham Road.	163	..	204 8 7½	278	..	98 2 1½	302 10 8
4620	„ -	York Place Higher Grade Board School.	147	29	212 6 8	..	235	130 7 2	342 13 10
S9013	„ -	York Place Higher Grade Board School (School of Science).	369	..	1,597 17 4	..	..	..	1,597 17 4
4606	Burgess Hill -	St. John's Institute, Park Road	..	7	2 9 7	..	24	10 12 6	13 2 1
4633	Chichester -	Technical School, Crane Street	..	15	1 6 5½	48	42	53 10 2½	54 16 7
A4629	Eastbourne -	Municipal School of Art, 5, Bolton Road.	..	4	1 1 11½	44	62	150 1 7½	151 3 6
4629B	„ -	Town Hall, Grove Road - -	..	25	11 5 0½	..	..	..	11 5 0
4629C	„ -	Grove Hall, Grove Road - -	..	27	7 3 3½	..	..	..	7 3 3
4625	East Grinstead	Literary and Scientific Institute, Victoria Hall, London Road.	..	5	0 14 3½	..	19	5 10 6½	6 4 9

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List of Schools and Classes—*continued.*

School No.	Place.	Where held.	Science. Number under Instruction. Day.	Science. Number under Instruction. Even.	Science. Grants. £ s. d.	Art. Number under Instruction. Day.	Art. Number under Instruction. Even	Art. Grants. £ s. d.	Total Grants. £ s. d.
	SUSSEX—*continued.*								
A4611	Hastings	School of Science and Art, Brassey Institute, Claremont.	..	133	146 3 4½	86	92	156 10 5½ *10 10 0½*	313 3 9
4611A	„	School of Science, Chemical Laboratory, George Street.	..	169	188 9 10½	..	..	..	188 9 10
4640	„	Priory Road Board School	28	..	2 19 8	110	..	30 1 9	33 1 5
4640A	„	Tower Road Board School	10	..	0 18 10	63	..	16 16 8	17 15 6
4644	Haywards Heath	Mr. Bannister's Sale Room, Market Street.	..	20	2 6 6½	..	..	..	2 6 6
A4619	Horsham	School of Science and Art, Hurst Road.	..	10	1 3 1½	18	68	63 1 11½	64 5 0
4638	„	East Parade Board School	..	30	5 11 4½	..	..	..	5 11 4
4639	„	Grammar School, Hurst Road	1	..	5 11 9½	..	..	..	5 11 9
S9107	„	Grammar School, Hurst Road (School of Science).	56	..	221 18 8½	..	..	..	221 18 8
4632	Hove	Science and Art Class, Third Avenue.	..	59	51 16 0	16	58	32 16 7 *14 17 0*	99 9 7
4632A	„	Connaught Road Technical Classes, Board School.	..	21	27 4 1	..	..	..	27 4 1
4635	„	Connaught Road Board School	..	55	24 6 11	..	46	21 8 3	45 15 2
A4613	Lewes	School of Science and Art, Albion Street.	..	2	0 12 6½	35	50	63 13 4½ *0 12 0½*	64 17 10
4641	Littlehampton	Lecture Hall, High Street	..	8	1 8 9	7	28	13 19 3 *2 17 0*	18 5 0
4618	Midhurst	Grammar School, North Street	21	..	7 2 5½	21	..	4 19 8½	12 2 1
4643A	Newhaven	South Road Girls' Board School	..	17	6 2 11½	..	..	..	6 2 11
4634	Rye	Grammar School	..	9	2 7 4½	..	9	1 10 5½	3 17 9
4617	Shoreham	Town Hall, High Street	..	7	0 17 8½	..	26	6 13 3½	7 10 11
S9092	Uckfield	Grammar School, Church Street (School of Science)	34	..	112 5 10½	..	..	..	112 5 10
A4623	Worthing	School of Science and Art, Chapel Road.	..	26	19 2 6	24	74	89 6 6 *17 2 0*	125 11 0
	WARWICKSHIRE:								
A4730	Aston	School of Science and Art, Aston Manor Technical School, Whitehead Road.	135	330	271 17 2	177	257	330 16 9 *9 3 0*	611 16 11
4736	„	Albert Road Board School	56	..	23 9 6	59	..	17 0 3	45 9 9
4704	Atherstone	South Street Boys' Board School	..	..	..	..	32	7 13 4	7 13 4
4791	„	Queen Elizabeth's Grammar School, Long Street.	24	..	12 9 5	..	..	..	12 9 5
4765	Bedworth	High Street Central Boys' School.	..	18	9 18 0	..	14	3 8 9	13 6 9
4705	Birmingham	Blue Coat School, St. Philip's Place, Colmore Row.	56	56	59 15 10	..	..	..	59 15 10
4716	„	The People's Hall, Hurst Street	..	179	101 13 7	..	..	..	101 13 7
4717	„	Sparkhill Greet and South Suburban Institute, Stratford Road.	..	90	35 1 11	..	35	8 0 9	43 2 8
4724	„	Midland Institute, Paradise Street, Ratcliffe Place.	..	257	107 7 10	..	..	..	107 7 10
4755	„	Balsall Heath Institute, Moseley Road.	..	4	1 1 11	20	57	63 0 7	64 2 6
S9014	„	The George Dixon Higher Grade Board School, Oozells Street (School of Science).	154	..	586 15 4	..	..	..	586 15 4
S9059	„	Waverley Road Higher Grade Board School (School of Science).	236	..	1,041 13 1	..	..	..	1,041 13 1
4772	„	Midland Institute, (School Board Class) Paradise Street, Ratcliffe Place.	..	298	123 9 11	..	..	..	123 9 11
4795	„	Municipal Technical School, Suffolk Street.	40	2,597	964 1 4	..	..	*44 5 0*	1,008 6 4
S9172	„	Municipal Technical School Suffolk Street (School of Science).	197	..	875 16 4	..	..	..	875 16 4
4795A	„	Montgomery Street Board School.	..	12	3 19 4	..	..	..	3 19 4

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List of Schools and Classes—*continued.*

School No.	Place.	Where held.	Science.			Art.			Total Grants.
			Number under Instruction.		Grants.	Number under Instruction.		Grants.	
			Day.	Even.		Day.	Even.		
	WARWICKSHIRE—*continued.*				£ s. d.			£ s. d.	£ s. d.
4795B	Birmingham	Cromwell Street Board School	..	9	3 4 6	..	..	..	3 4 6
4795C	,,	Moseley Road Board School	..	11	7 3 9	..	..	..	7 3 9
4795D	,,	Steward Street Board School	..	16	6 6 4	..	..	..	6 6 4
A4703	,,	Cowper Street Board School (Branch of School of Science and Art).	..	3	0 5 8	..	109	84 2 0	84 7 8
A4709	,,	Ellen Street Board School (Branch of School of Science and Art).	..	..	..	..	100	45 1 10	45 1 10
A4744	,,	Municipal School of Science and Art, Margaret Street.	29	163	73 11 8	540	837	1,806 8 7 *1 1 0*	1,881 1 3
A4744A	,,	Hope Street Board School, (Branch of School of Science and Art).	..	2	..	..	260	99 13 6	99 13 6
A4744B	,,	Lingard Street Board School, Bloomsbury (Branch of School of Science and Art).	..	25	6 15 0	..	175	40 15 1	47 10 1
A4744C	,,	Dudley Road Board School (Branch of School of Science and Art).	..	34	10 3 3	..	224	81 6 7	91 9 10
A4744D	,,	Birmingham and Midland Institute, Paradise Street, Ratcliffe Place (Branch of School of Science and Art).	..	..	..	347	..	159 4 2	159 4 2
A4744E	,,	Grace Road Board School, (Branch of School of Science and Art).	..	..	..	..	104	55 10 4	55 10 4
A4746	,,	Clark Street Board School, Ladywood (Branch of School of Science and Art).	..	18	0 10 11	..	131	33 14 0	34 4 11
A4747	,,	Jenkins Street Board School (Branch of School of Science and Art).	..	48	11 12 4	..	236	67 6 6	78 18 10
A4748	,,	Smith Street Board School (Branch of School of Science and Art).	..	19	..	..	129	71 7 5	71 7 5
A4749	,,	Chandos Road Board School (Branch of School of Science and Art).	..	..	..	..	134	48 4 6	48 4 6
A4750	,,	Victoria Street Board School (Branch of School of Science and Art).	..	..	..	..	466	233 3 11	233 3 11
A4744G	,,	Branch of School of Science and Art, Moseley Road, Balsall Heath.	..	64	14 2 7	10	336	124 10 3	138 12 10
A4744F	,,	High Street Board School, Harborne (Branch of School of Science and Art).	..	..	..	..	84	53 15 0	53 15 0
4734	Bulkington	The Schools, School Road	..	..	..	..	11	3 2 3	3 2 3
14,701	Coventry	Technical Institute, Earl Street	..	293	157 1 8	..	..	..	157 1 8
A14,701A	,,	School of Science and Art, Ford Street.	..	..	..	32	81	102 18 2	102 18 2
H9033	,,	Bablake School, Coundon Road (School of Science).	199	..	1,096 12 2	..	..	..	1,096 12 2
4764A	Erdington	Station Road Board School (Girls).	..	..	..	..	58	21 1 6	21 1 6
4731	Glascote	Main Road New Board School	..	19	1 16 7	..	19	5 11 5 *0 9 0*	7 17 0
4733	Kenilworth	Abbey Hill School, Abbey Hill	..	17	2 11 4	..	33	11 2 3	13 13 7
A4770	Leamington	School of Science and Art, Town Hall, 27, The Parade.	14	16	6 0 9	81	77	106 2 5 *6 0 0*	118 3 2
4770A	,,	Municipal Technical School, 29, Waterloo Place.	..	150	118 9 11	..	..	..	118 9 11
4721	Nuneaton	Church Lane National School	5	4	..	69	69	52 17 10	52 17 10
4721A	,,	Vicarage Street Old Grammar School.	36	33	13 13 9	..	..	..	13 13 9
4784	,,	Coton Road Mining School	..	55	20 2 9	..	..	..	20 2 9
4774	Rugby	Railway Institute, London and North Western Railway Station.	..	105	24 4 4	..	..	*2 14 0*	26 18 4

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List of Schools and Classes—*continued.*

School No.	Place.	Where held.	Science.			Art.			Total Grants.
			Number under Instruction.		Grants.	Number under Instruction.		Grants.	
			Day.	Even.		Day.	Even.		
	WARWICKSHIRE—*continued.*				£ s. d.			£ s. d.	£ s. d.
4775	Rugby - -	Drawing School, Rugby School, Barby Road.	5	19	4 10 5	32	51	110 5 2	114 15 7
4777	„ - -	Wood Institute, St. Matthew's Street.	17	17	8 3 6	..	102	69 13 11	72 17 5
A4786	Saltley - -	Highfield Road Board School. (Branch of School of Science and Art, 4744.)	..	3	..	..	101	49 17 0	49 17 0
4788	Solihull - -	Grammar School, Warwick Road.	68	..	28 18 10	..	..	..	28 18 10
4790	Stratford-on-Avon.	The Technical Institute, Henley Street.	..	..	..	33	79	25 19 0	25 19 0
4788	Sutton Coldfield.	Grammar School, Lichfield Road.	44	..	5 15 11	..	..	..	5 15 11
4792	„ - -	Old Grammar School, Lichfield Road.	..	4	1 14 4	58	45	53 15 0	55 9 4
4701	Warwick -	King's Middle Boys' School, The Butts.	49	..	2 9 6	56	..	14 7 11	16 17 5
4701A	„ - -	King's High School for Girls, Smith Street.	90	..	16 12 6	144	..	21 12 5	38 4 11
A4787	„ - -	School of Science and Art, Swan Street.	..	13	2 4 3	24	73	50 17 8 *3 12 0*	56 13 11
	WESTMORELAND:								
4811	Ambleside -	Technical School, Rydal Road	..	38	19 7 9½	..	26	7 12 11½	27 0 8
4802	Bowness -	The Art School, Bank Street -	..	11	2 18 1½	..	29	10 1 7½	12 19 8
A4801	Kendal - -	School of Science and Art, Kent Street.	58	64	73 14 6½	6	68	90 11 8½ *3 5 0½*	172 11 2
S9210	„ - -	Grammar School (School of Science).	25	..	82 12 11½	..	..	..	82 12 11
4806	Kirkby Lonsdale.	Art Class Room, Chapel Lane -	..	..	..	8	27	11 18 5½	11 18 5
4832	Milnthorpe -	Carving Room, Park Road -	..	..	..	..	11	6 11 8½	6 11 8
4833	Staveley -	Working Men's Institute, Main Street.	..	2	0 8 10½	..	20	6 12 1½	6 15 11
4820	Windermere -	Grammar School, Princes Road	26	..	35 17 6½	25	..	4 7 8½	40 5 2
	WILTSHIRE:								
4912	Bradford-on-Avon.	The Technical Institute, Junction Road.	74	30	74 0 7½	31	20	18 18 6½	92 19 1
4935B	Bratton - -	Jubilee Hall - - - - -	..	..	..	..	9	9 17 0½	9 17 0
4931D	Bremhill (Calne)	National School - - -	..	12	2 17 8½	..	..	..	2 17 8
4953B	Bromham -	National School - - -	..	..	..	..	25	1 1 1½	1 1 1
4901A	Calne -	Bentley's Middle School, Church Street.	24	..	2 18 11½	29	..	2 6 5½	5 5 4
4901B	„ - -	The New Technical School, The Green.	33	52	27 8 6½	48	49	22 4 1½	49 12 7
4941	Chippenham -	Jubilee Institute and Technical School, Market Place and Causeway, and Temperance Hall.	89	44	99 19 6½	77	62	67 13 8	167 13 2
4962	Colerne - -	Vicarage Lane National School	..	43	11 0 11½	..	..	..	11 6 11
A4963	Devizes - -	School of Science and Art, Northgate Street.	4	31	8 12 9½	22	72	50 11 2½	59 3 11
4941F	Grittleton -	Rectory - - - - -	..	..	..	..	10	1 1 3½	1 1 3
4941G	Lacock - -	High Street National School -	..	..	..	..	12	0 12 6½	0 12 6
4942	Malmesbury -	Council Chambers, Silver Street	25	35	38 5 9½	25	60	20 9 8½	58 15 5
4917	Marlborough -	Herd Street, St. Mary's Boys' School.	..	..	..	..	54	19 10 5½	19 10 5
4950	„ - -	Technical Institute, Class Room, Grammar School, London Road.	10	..	1 6 7½	..	..	..	1 6 7
4909	Melksham -	City Mission Room, Bath Road	..	27	8 10 3½	..	16	3 3 8½	11 13 11
4923	Mere - -	Church Street National School	..	..	..	..	21	3 10 9½	3 10 9
A4913	Salisbury -	School of Science and Art, School Buildings, New Street.	66	73	46 0 9½	21	90	148 8 6½	194 9 3
S9054	„ - -	Bishop's School, Exeter Street (School of Science).	84	..	307 3 8½	..	..	..	307 3 8

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List of Schools and Classes—*continued.*

School No.	Place.	Where held.	Science.			Art.			Total Grants.
			Number under Instruction.		Grants.	Number under Instruction.		Grants.	
			Day.	Even.		Day.	Even.		
	WILTSHIRE—*continued.*				£ s. d.			£ s. d.	£ s. d.
4952	Stratton St. Margaret.	Upper Stratton Boys' Board School.	..	..	..	..	45	5 6 0‡	5 6 0
A4947	Swindon -	School of Science and Art, Swindon and North Wilts Technical School, Victoria Road.	8	486	312 15 10‡	15	270	152 3 11‡ *79 16 0‡*	544 15 9
B4071	„ - -	Swindon and North Wilts Technical School, Victoria Road (School of Science).	111	..	618 19 11‡	..	..	..	618 19 11
4955	Tisbury - -	Victoria Hall, High Street -	..	..	..	27	25	27 0 5‡	27 0 5
A4925	Trowbridge -	School of Science and Art, Silver Street.	..	39	13 7 6‡	..	49	58 11 7‡	71 19 1
4925A	„ -	Textile School, Court Street -	37	..	19 8 5‡	35	..	6 13 9‡	26 2 2
4927	„ -	High School, Wingfield Road -	65	..	18 8 2‡	..	..	7 16 0‡	26 4 2
4928	Warminster -	Science and Art Classes, Athenæum, High Street.	..	11	1 17 4‡	..	45	34 9 2‡	36 6 6
4928J	„ -	Technical School, Church Street.	30	22	14 9 8‡	..	..	..	14 9 8
4935	Westbury -	Technical School, Church Street.	27	14	11 17 1‡	38	..	19 7 8‡	31 4 9
4956	West Lavington.	Dauntsey's Agricultural School	51	..	32 4 6‡	..	..	..	32 4 6
4953C	„ -	National School - - -	..	21	2 17 11‡	..	22	2 7 10‡	5 5 9
4930	Wilton - -	Town Hall, Market Place -	..	7	1 18 0‡	16	28	23 1 5‡	24 19 5
	WORCESTERSHIRE:								
5052A	Astwood Bank	Board School - - - - -	..	..	..	..	16	2 8 5	2 8 5
A5004	Bewdley -	Institute, Load Street, Branch of School of Science and Art, 5030	..	12	0 17 10	..	63	32 18 7	33 16 5
A5005	Bromsgrove -	School of Science and Art and Technical Classes, New Road.	..	..	..	105	120	66 4 5	66 4 5
5090	Cradley - -	High Town British School -	..	..	..	..	33	6 2 0	6 2 0
5002	Droitwich -	Holloway Boys' National School.	..	4	..	..	28	11 8 6	11 8 6
5014	Dudley - -	Institute, Wolverhampton Street.	..	296	245 12 7	..	..	..	245 12 7
5014A	„ - -	Municipal Technical School, Stafford Street.							
A5017	„ - -	School of Science and Art, St. James' Road.	..	35	18 12 3	16	230	186 11 1 *19 19 0*	225 2 4
5027	Evesham -	Institute, Market Place - -	3	14	2 9 8	21	35	14 1 3	16 10 11
5090K	Halesowen -	Technical Schools, Hawne Lane	..	..	..	..	26	2 10 8	2 10 8
5018	Hanley Castle	Grammar School - - -	30	..	13 18 11	15	..	3 17 2	17 16 1
5030E	Hartlebury -	National School - - -	..	..	..	..	19	3 12 0	3 12 0
5030b	„ -	Grammar School - - -	22	..	7 6 1	58	..	10 10 8	17 16 9
A5030	Kidderminster	School of Science and Art, Market Street.	43	215	164 17 5	130	318	357 17 2	522 14 7
5034	King's Heath	King's Heath and Moseley Institute, Alcester Road.	..	59	37 8 11	..	12	1 18 4	39 7 3
5022A	King's Norton	Technical Institute, Redditch Road Board School.	..	..	..	..	14	3 1 4	3 1 4
A5060C	Lye - - -	Branch School of Art, The Grove, High Street.	..	17	2 4 0	..	..	..	2 4 0
A5033	Malvern (Great).	School of Science and Art, Grange Road.	..	23	6 13 3	17	68	88 3 7	94 16 10
A5017A	Netherton -	Cinderbank Board School (Branch School of Art).	..	..	..	..	38	10 17 4	10 17 4
5044	Oldbury - -	Technical School, Flash Road -	..	121	53 1 10	..	73	47 5 8 *0 12 0*	100 19 6
5049	Quinton - -	Bourne College - - -	80	..	26 9 5	75	..	12 5 6	38 14 11

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List of Schools and Classes—*continued.*

School No.	Place.	Where held.	Science. Number under Instruction. Day.	Science. Number under Instruction. Even.	Science. Grants. £ s. d.	Art. Number under Instruction. Day.	Art. Number under Instruction. Even.	Art. Grants. £ s. d.	Total Grants. £. s. d.
	WORCESTERSHIRE—*continued.*								
A5052	Redditch	School of Science and Art, Church Road.	..	16	4 14 4	15	40	80 15 7 *2 17 0*	88 6 11
5052B	„	Grammar School, Park Road	..	17	5 2 8	..	..	..	5 2 8
5021	Selly Oak	Northfield Technical Institute, Elliott Road.	..	21	6 3 9	..	21	2 9 0	8 12 9
5061	Shipston-on-Stour.	The Hostel, Sheep Street	..	1	..	21	14	8 18 5	8 18 5
5022B	Stirchley	Technical Institute, Stirchley Street Board School.	..	..	..	..	20	3 2 10	3 2 10
A5060	Stourbridge	School of Science and Art, Theatre Road.	..	30	11 2 0	35	81	123 10 7 *5 8 0*	140 0 7
5060B	„	The Institute, Union Hall	..	49	43 19 2	..	..	..	43 19 2
A5030B	Stourport	Bewdley Road Boys' National School, (Branch of School of Science and Art, 5030).	..	..	..	..	29	6 1 8	6 1 8
S9196	Worcester	Royal Free Grammar School, The Tything (School of Science).	79	..	298 7 2½	..	..	..	298 7 2
A5071	„	School of Science and Art, Victoria Institute, Sansome Walk.	18	307	166 10 1½	129	352	271 10 2½	438 0 3
S9170	„	Victoria Institute, Sansome Walk (School of Science).	75	..	327 6 11½	..	..	..	327 6 11
	YORKSHIRE:								
5582	Apperley Bridge	Woodhouse Grove School	90	..	125 3 11½	99	..	15 9 10½	140 13 9
15,148	Askrigg	Yorebridge Grammar School	..	..	..	..	33	1 9 5	1 9 5
5110	Barnoldswick	Mechanics' Institute, King Street.	..	..	..	..	26	5 16 8	5 16 8
A5114	Barnsley	School of Science and Art, Harvey Institute, Eldon Street, Churchfield.	..	87	58 6 5	12	206	117 13 2	175 19 7
5150	„	Church Street, Archbishop Holgate's Grammar School.	39	..	36 10 5	..	..	10 3 10	46 14 3
5163	„	Central School	..	70	29 7 9	..	..	..	29 7 9
5405	„	West Riding T. I. C. Classes, Harvey Institute.	..	132	79 17 11½	..	..	..	79 17 11
5406	„	West Riding T. I. C. Classes, Archbishop Holgate's Grammar School.	..	20	15 8 2½	..	..	..	15 8 2
A5124	Batley	Technical School, School of Science and Art, Cambridge Street.	..	148	97 1 0½	..	111	76 6 6½	173 7 6
S3097	„	Grammar School, Carlinghow Hill (School of Science).	113	..	440 15 10½	..	..	..	440 15 10
15,126	„	Field Hill Higher Grade Girls' School.	32	..	31 8 9	33	..	14 14 6	46 3 3
5118	Beverley	Grammar School	17	..	5 13 4	26	..	1 8 2	7 1 6
5121	„	Guildhall	..	..	..	..	24	15 16 2	15 16 2
A5120	Bingley	Mechanics' Institute Technical School, School of Science and Art, Mornington Road.	..	62	32 13 2½	20	86	125 18 10½ *4 7 0½*	162 19 0
5151	„	Keighley Road Grammar School	72	..	31 8 8½	90	..	39 14 1½	71 2 9
5116	Bradford	Carlton Street Board School, Horton Road.	85	10	67 18 1	85	24	33 14 2	101 12 3
5116B	„	Undercliffe Lane Board School	..	11	1 9 0	..	10	1 3 4	2 12 4
5116D	„	Usher Street Board School	..	25	12 9 3	..	..	*3 9 0*	15 18 3
5127	„	Girls' Grammar School	180	..	22 3 0	166	..	13 13 11	35 16 11
5128	„	Manville School Junior Teachers' Central Classes, Great Horton Road.	210	..	131 8 0	214	..	59 10 6	190 18 6
A5129	„	School of Science and Art, Church Institute, North Parade.	..	125	64 17 11	5	141	121 0 0	186 17 11
A5133	„	School of Science and Art, Mechanics' Institute, Bridge Street.	..	230	217 4 0	30	136	184 18 10 *36 6 0*	438 6 10

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List of Schools and Classes—*continued.*

School No.	Place.	Where held.	Science. Number under Instruction. Day.	Science. Number under Instruction. Even.	Science. Grants.	Art. Number under Instruction. Day.	Art. Number under Instruction. Even.	Art. Grants.	Total Grants.
	YORKSHIRE—*continued.*				£. s. d.			£. s. d.	£ s. d.
5134	Bradford	Ryan Street Board School	..	80	24 15 9	..	27	11 10 2 *5 2 0*	41 7 11
5135	„	Whetley Lane Board School	..	80	23 11 11	..	31	5 19 6 *3 18 0*	33 9 5
A5138	„	School of Science and Art, Grammar School, Manor Row.	125	11	196 10 9	163	29	145 18 7	342 9 4
S9032	„	Grammar School, Manor Row (School of Science).	230	..	1142 8 1	..	..	..	1142 8 1
5139	„	Leeds Road, Moor Board School.	..	30	15 4 10	..	..	*13 4 0*	28 8 10
5140	„	Barkerend Road, Hanson Higher Grade School	..	140	68 2 0	..	40	14 14 9 *4 16 0*	82 12 9
S9150	„	Hanson Higher Grade Board School, Byron Street (School of Science).	241	..	937 7 8	..	..	..	937 7 8
5143	„	Belle Vue Board School, Manningham Lane	..	460	515 17 8	..	170	60 8 7	576 6 3
S9132	„	Belle Vue Higher Grade Board School, Manningham Lane (School of Science).	378	..	1532 12 10	..	..	..	1,532 12 10
A5150	„	School of Science and Art Technical College, Great Horton Road.	112	358	199 0 4	86	160	348 10 11 *264 15 0*	812 6 3
5201	„	Cross Lane Board School, Great Horton.	..	54	8 19 8	..	45	8 1 6 *4 16 0*	21 17 2
5158	Brighouse	Mechanics' Institute and Technical School, Huddersfield Road.	..	76	27 13 11½	..	79	30 17 3½ *11 8 0½*	69 19 2
15,155	„	Mechanics' Institute and Technical School, Huddersfield Road, Pupil Teachers' Classes.	..	87	24 5 6½	..	44	3 6 8½	27 12 2
5170	„	Lightcliffe Road Higher Grade School.	26	..	3 1 5½	29	..	11 7 6½	14 8 11
15,136	Carlton	Carlton Main Working Men's Club	..	27	12 9 0½	..	..	..	12 9 0
5162	Castleford	Mechanics' Institute, Sagar Street	..	..	..	..	54	21 1 9½	21 1 9
5172	Cleckheaton	Mechanics' Institute and Technical School, Brooke Street.	..	106	95 10 9½	..	56	23 10 4½ *28 7 0½*	147 8 1
5480D	Cragg Vale	Board School	..	..	..	..	10	1 5 3	1 5 3
5498	Crigglestone	Crigglestone Coal Company's School Room.	..	30	19 4 1½	..	..	..	19 4 1
5173	Crosshills	Glusburn Institute (late Temperance Hall).	..	18	11 14 7½	..	37	28 14 3½ *2 14 0½*	43 2 10
5182	Denaby Main	New Schools, Rossington Street.	..	32	9 5 11½	..	..	..	9 5 11
5175	Denholme	Mechanics' Institute, Main Road.	..	4	0 6 0½	..	17	7 2 2½	7 8 2
A5178	Dewsbury	School of Science and Art, Technical School, Halifax Road.	..	421	380 17 10½	45	93	187 5 1½ *19 10 0½*	587 12 11
5542	„	Halifax Road, Wheelwright Grammar School (Boys).	107	..	166 19 10½	77	..	21 18 10½	188 18 8
5542A	„	Halifax Road, Wheelwright Grammar School (Girls).	80	..	42 10 8½	80	..	22 4 5½	64 15 1
A5179	Doncaster	School of Science and Art, New Free Library, St. George's Gate.	..	102	91 11 11½	24	128	109 0 8½	200 12 7
5232	„	Grammar School, Thorne Road	57	..	62 1 11½	49	..	10 12 10½	72 14 9
5180	„	Great Northern Railway Schools, Stirling Street.	..	48	39 12 10½	..	..	*33 9 0½*	73 1 10
5278	Drax	Endowed Grammar School	37	..	27 1 11	23	..	..	27 1 11
5190	Easingwold	Grammar School, Long Street	21	..	17 14 4	..	..	..	17 14 4
5189	Elland	Mechanics' Institute, South End Board School and Laboratory.	..	73	29 16 2½	..	34	8 0 2½ *0 15 0½*	38 11 4

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List of Schools and Classes—*continued.*

School No.	Place.	Where held.	Science.			Art.			Total Grants.
			Number under Instruction.		Grants.	Number under Instruction.		Grants.	
			Day.	Even.		Day.	Even.		
	YORKSHIRE—*continued.*				£ s. d.			£ s. d.	£ s. d.
S9201	Elland	Grammar School, Westgate (School of Science).	37	..	86 10 9½	..	..	..	86 10 9
5265	Eston	Eston Junction Board School, Middlesbrough Road.	..	39	29 10 6	24	29	15 11 6	45 2 0
15,134	Fulneck	School	32	..	9 16 8½	54	..	20 0 0½	29 16 8
5511	Goole	Alexandra Street Board School	..	80	32 11 4	..	54	13 6 8	45 18 0
5199	Great Ayton	Friends' School, High Green	25	..	3 3 4	42	..	7 8 0	10 11 4
5206	Greetland	Calder Street, West Vale Mechanics' Institute and Board School.	..	24	21 11 9½	..	..	..	21 11 9
5339	Guisborough	Grammar School	27	..	18 18 6	29	..	12 6 9	31 0 3
5515A	"	Providence Street, Providence School.	..	..	..	..	25	1 7 4	1 7 4
5208	Guiseley	Mechanics' Institute, Town Hall, Town Street, The Green.	..	14	4 17 4½	..	14	3 7 9½	8 5 1
A5210	Halifax	School of Science and Art, Technical School, Hopwood Lane.	..	544	599 18 2½	29	324	261 4 0½ *155 5 0½*	1,016 7 2
5214	"	Crossley Orphan Home, Savile Park.	76	8	62 19 0	49	..	14 0 4	76 19 4
5217	"	Moorside Board School, Ovenden.	..	12	3 17 6	..	10	0 12 6 *13 1 0*	17 11 0
S9019	"	Prescott Street Higher Board School (School of Science).	298	..	1664 4 6	..	..	..	1,664 4 6
5533A	"	Oxford Road Higher Board School (Pupil Teachers' Central Classes).	..	49	14 16 9	38	46	15 14 6	30 11 3
A5221	Harrogate	School of Science and Art, 9, Prospect Crescent.	..	123	127 9 10½	67	185	89 10 7½	217 0 5
5290	"	Ashville College	61	..	124 3 0½	77	..	21 13 2½	145 16 2
5429F	Hawes	Board School	..	..	..	10	..	2 3 2	2 3 2
5527	Haworth	Butt Lane Central Board School.	..	..	..	..	26	19 3 5½	19 3 5
5480	Hebden Bridge	Market Street Central Board School.	63	117	75 8 4	36	67	29 6 0	104 14 4
5235	Heckmondwike.	High Street Higher Board School.	18	61	92 1 11½	27	69	40 0 11½	132 2 10
S9175	"	High Street Higher Board School (School of Science).	170	..	779 13 1½	..	..	..	779 13 1
5154	Holmfirth	Technical Institute, Huddersfield Road.	26	37	33 16 1½	..	49	46 2 6½	79 18 7
5227	Horbury	St. Peter's Church School	..	10	0 16 4½	..	29	11 18 9½	12 15 1
5248	Horsforth	Mechanics' Institute, Town Street.	..	18	2 19 8½	..	..	..	2 19 8
5228	Hoyland Common.	Boys' School	..	14	7 4 9	..	..	..	7 4 9
5250	Huddersfield	Lockwood Mechanics' Institute, Meltham Road.	..	6	2 13 7	..	..	..	2 13 7
A5254	"	School of Science and Art, Technical College, Queen Street South.	195	433	490 18 10	249	184	176 7 9	667 6 7
S9004	"	Technical College, Queen Street South (School of Science).	62	..	243 1 7	..	..	..	243 1 7
5257	"	Fartown Grammar School, Bradford Road.	38	..	12 18 1	49	..	8 11 11	21 10 0
5258A	"	New North Road College Higher Grade Board School	103	..	68 15 11	93	..	33 14 0	102 9 11
S9060	"	New North Road College Higher Grade Board School (School of Science).	243	..	1,183 9 1	..	..	..	1,183 9 1
5346	"	Grammar School, Cliffe End, Longwood.	37	11	44 3 9	37	35	20 19 6	65 3 3
5239	Hull	Grammar School, Leicester Street.	46	..	24 4 7	51	..	19 15 6	44 0 1
5266	"	Boulevard Higher Grade Board School.	45	60	40 4 4	173	41	65 11 3	105 15 7
S9138	"	Boulevard Higher Grade Board School (School of Science).	209	..	1,042 16 4	..	..	..	1,042 16 4
5266A	"	Craven Street Higher Grade Board School.	..	45	30 15 4	..	24	6 7 4	37 2 8

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List of Schools and Classes—*continued.*

School No.	Place.	Where held.	Science.			Art.			Total Grants.
			Number under Instruction.		Grants.	Number under Instruction.		Grants.	
			Day.	Even.		Day.	Even.		
	YORKSHIRE—*continued.*				£ s. d.			£ s. d.	£ s. d.
S9081	Hull	Craven Street Higher Grade Board School, (School of Science).	177	..	666 13 9	..	..	..	666 13 9
5272	„	Navigation School, Prince's Dock side.	121	..	361 18 3	..	..	..	361 18 3
5274	„	Young People's Christian and Literary Institute, 2, Charlotte Street.	12	313	159 9 4	16	83	45 0 6 *16 1 0*	220 10 10
A5275	„	Municipal School of Science and Art, 2, Albion Street.	..	..	..	88	90	328 6 2‡	328 6 2
5275C	„	Municipal Technical School, Park Street.	173	468	966 16 8‡	..	..	*20 11 0*‡	987 7 8
5280	„	Brunswick Avenue Central Higher Grade School.	..	207	151 0 1	..	153	62 19 11	214 0 0
S9033	„	Brunswick Avenue Central Higher Grade School (School of Science).	306	..	1,047 0 4	..	..	..	1,047 0 4
5289A	Ilkley	Grammar School, Art Classes	..	..	..	5	36	17 8 4	17 8 4
5289	„	Grammar School	65	..	15 17 6	78	..	41 8 11	57 6 5
15,142	Ingleton	Main Street National School	..	..	..	..	17	1 4 6‡	1 4 6
5287	Keighley	Lees and Cross Roads Institute	..	12	14 10 0‡	..	81	38 18 7‡ *6 6 0*‡	59 14 7
A5295	„	Branch of School of Art, Co-operative Hall, New Road Side, Ingrow.	..	..	..	..	9	9 4 7‡	9 4 7
A5296	„	School of Science and Art, Mechanics' and Technical Institute, North Street.	5	522	470 0 6‡	122	170	205 8 6‡ *44 17 0*‡	720 6 0
S9000	„	Technical Institute, North Street (School of Science).	136	..	707 8 0‡	..	..	..	707 8 0
15,162	„	Girls' Grammar School, Drake Street.	64	..	23 9 6‡	..	..	..	23 9 6
5324	„	North Street Pupil Teachers' Centre, Temperance Institute.	95	..	134 2 7	138	..	54 9 0	188 11 7
S9168	Knaresborough	King James Grammar School (School of Science).	45	..	160 4 2‡	..	..	..	160 4 2
15,106	Leeds	Woodhouse Lane Central Higher Grade School, Rossington Street.	..	1,242	1,013 9 0	..	1,146	771 9 1	1,784 18 1
S9015	„	Woodhouse Lane Central Higher Grade School, Rossington Street (School of Science).	730	..	3,663 6 1	..	..	..	3,663 6 1
15,106A	„	Calverley Street School Board Offices.	..	*a*	*a*	..	30	*a*	*a*
15,144	„	Kingston Terrace, St. Anne's Pupil Teachers' Centre Higher Grade School.	..	32	19 1 0	..	30	3 6 7	22 7 7
15,156	„	Queen's Road Board School	..	..	..	..	21	3 13 10	3 13 10
15,157	„	Roundhay Road Board School	..	..	..	..	23	2 12 6	2 12 6
15,158	„	Green Lane, near Wortley, Board School.	..	..	..	..	24	3 6 4	3 6 4
15,161	„	St. Mary's School, Richmond Hill.	..	34	15 6 7	..	39	7 19 5	23 6 0
5301S	„	Primrose Hill Board School	..	..	..	..	44	9 4 9	9 4 9
5301Y	„	Jack Lane Board School	..	87	62 13 9	..	33	3 16 2 *13 10 0*	79 19 11
5302	„	Burley Road Board School	..	23	6 19 11	..	34	8 11 10 *9 5 0*	24 14 9
5304	„	Dewsbury Road, St. Peter's Church School.	..	46	12 8 7	..	..	..	12 8 7
5307	„	Hunslet Mechanics' Institute, Hunslet Road.	..	36	15 11 10	..	..	..	15 11 10
5312	„	Church Middle Class School, Vernon Road.	47	..	16 8 0	58	..	6 15 9	23 3 9
S9139	„	Church Middle Class School, Vernon Road (School of Science).	113	..	473 13 8	..	..	..	473 13 8

(*a*) Included with School No. 15,106.

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List of Schools and Classes—*continued.*

School No.	Place.	Where held.	Science.			Art.			Total Grants.
			Number under Instruction.		Grants.	Number under Instruction.		Grants.	
			Day.	Even.		Day.	Even.		
	YORKSHIRE—*continued.*				£ s. d.			£ s. d.	£ s. d.
A5316	Leeds - -	School of Science and Art, Institute of Science, Art and Literature, Cookridge Street.	88	752	937 1 11	410	399	962 2 1 *83 17 0*	1,983 1 0
S9008	„ - -	Boys' Modern School, Rossington Street (School of Science).	238	..	1,016 1 2	..	..	..	1,016 1 2
5319	„ - -	Mechanics' Institute, Institution Street, Woodhouse.	..	97	48 5 1	..	18	10 4 0	58 9 1
5320	„ - -	Working Men's Hall, Park Street.	..	34	12 11 4	..	20	2 12 4	15 3 8
5323	„ - -	Yorkshire Ladies' Council of Education, Carlton Court, 90, Albion Street.	..	37	44 5 10	..	..	..	44 5 10
5482	„ - -	Working Men's Institute, Lower Wortley Road, Lower Wortley.	..	20	8 3 0	..	41	66 11 0	74 14 0
5526	„ - -	Free Methodist Church School Room, Calverley Lane, Rodley.	..	39	24 4 2½	..	..	..	24 4 2
5550	„ - -	Armley Board School - -	..	..	..	..	16	2 5 6	2 5 6
5561	„ -	Bewerley Street and Hunslet Hall Road, Workshop, Southern Higher Grade School.	..	109	109 10 6	..	54	31 10 5	141 0 11
S9004	„ -	Bewerley Street Southern Higher Grade Board School (School of Science).	169	..	795 15 2	..	..	..	795 15 2
5591	„ -	Armley, Church School, Wesley Road.	..	66	33 0 5	..	..	..	33 0 5
5240	„ -	Mechanics' Institute and Technical School, Sweet Street West. Holbeck.	..	118	121 17 2	..	..	..	121 17 2
5146	Low Moor -	Low Moor House, Common Road	..	25	4 7 5	..	..	..	4 7 5
5568	Malton - -	Adult School, Spittle Street -	5	..	0 8 3	22	25	18 19 4	19 7 7
5404	Mapplewell -	Darton Board School - -	..	9	8 19 2½	..	..	..	8 19 2
5349	Marske (New)	British School - - - -	..	..	..	..	22	5 13 3	5 13 3
5355	Mexboro' -	Garden Street Board School -	28	..	7 8 7½	21	..	5 0 1½	12 8 8
5431	Middlesbrough-on-Tees.	Boys' School, Victoria Road -	..	130	181 14 7	..	..	..	181 14 7
5431A	„ -	Senior Boys' and Girls' School, Grange Road.	119	..	272 2 11	119	..	34 15 8	306 18 7
5587	„ -	High School, Albert Road -	..	294	250 5 7	..	55	35 2 1 *146 5 0*	431 12 8
S9021	„ -	High School (School of Science).	88	..	498 15 9	..	..	..	498 15 9
15,145	„ -	The Convent, The Newlands, Marton Road.	..	30	22 9 2	30	45	10 17 10	33 7 0
5337	Mirfield - -	Girls' School, Easthorpe - -	..	..	..	..	42	11 10 3½	11 10 3
15,133	„ -	Grammar School - - -	40	..	9 5 6½	43	..	14 5 5½	23 10 11
5593	Morley - -	Peel Street Board School -	..	101	34 3 1½	..	57	22 8 9½ *6 15 0½*	63 6 10
5593A	„	Bridge Street Board School -	..	23	7 13 4½	..	..	..	7 13 4
5480E	Mytholmroyd	Board School - - - - -	..	..	..	..	16	4 8 6	4 8 6
15,141	Northallerton	Grammar School - - -	9	..	1 7 9	..	..	..	1 7 9
5429G	„ -	National Schools - - -	..	7	1 4 0	..	20	5 6 8	6 10 8
15,138	Normanton -	Grammar School - - -	32	..	42 9 8½	32	..	17 6 3½	59 15 11
5359	„ -	Queen Street Central Board School.	..	36	4 5 11½	..	61	13 19 9½	18 5 8
5369	Oakworth -	Mechanics' Institute, Chapel Lane.	..	19	10 5 0½	..	18	7 7 9½	17 12 9
15,115	Ossett - -	Municipal Technical School, Station Road.	..	97	54 15 8½	..	34	25 5 0½	80 0 8

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List of Schools and Classes—*continued.*

School No.	Place.	Where held.	Science.			Art.			Total Grants.
			Number under Instruction.		Grants.	Number under Instruction.		Grants.	
			Day.	Even.		Day.	Even.		
	YORKSHIRE—*continued.*				£ s. d.			£ s. d.	£ s. d.
15,151	Ossett	Grammar School	..	..	..	19	..	2 17 7‡	2 17 7
5371	Otley	Mechanics' Institute, Cross Green.	..	56	38 4 1‡	17	66	41 8 6‡	79 12 7
5216	Oughtibridge	National School	..	11	8 10 9‡	..	..	..	8 10 9
5350	Oxenhope	Board School	..	..	..	..	11	5 7 8‡	5 7 8
5618	Penistone	Grammar School, Weirfield	51	..	19 13 2‡	70	..	8 14 3‡	28 7 5
15,160	„	The Girls' School, Church Hill	..	3	1 11 6‡	..	32	9 3 6‡	10 15 0
5260	Pontefract	King's School	106	..	172 8 9‡	106	..	46 3 3‡	218 12 0
15,168	„	Town Technical Classes	..	108	56 14 6‡	..	85	25 1 3‡	81 15 9
5375	Pudsey	Mechanics' Institute, Waver Green and Board School, Rickardshaw Lane.	..	122	100 12 4‡	..	160	138 7 2‡ *2 17 0‡*	241 16 6
5390	Queensbury	Victoria Hall, Sandbeds	..	20	5 1 8‡	..	11	1 3 6‡	6 10 2
§9122	Rastrick	Grammar School, Ogden Lane, (School of Science).	63	..	230 0 2‡	..	..	..	230 0 2
5191	Rawdon	Friends' School	41	17	9 12 7‡	41	..	..	9 12 7
§9142	Redcar	Sir W. Turner's Grammar School, Coatham Road (School of Science).	57	..	247 9 10	..	..	..	247 9 10
5378	Ripon	Mechanics' Institute (room adjoining Lecture Hall), Old Market Place.	..	..	..	..	11	2 17 9‡	2 17 9
§9203	„	Grammar School, Bishopton Close (School of Science).	53	..	151 4 5‡	..	..	..	151 4 5
5231	Ripponden	Technical Institute, Shaw Street.	..	..	..	..	23	5 2 11‡	5 2 11
5231A	„	National School (near Station)	..	37	27 3 4‡	..	..	..	27 3 4
A5385	Rotherham	School of Science and Art, Effingham Street.	..	106	33 16 2‡	11	97	61 0 1‡	94 16 3
5387	„	St. Ann's Board School, Pupil Teachers' Centre.	..	64	17 18 4	..	63	11 1 3	28 19 7
§9207	„	Grammar School, Moorgate (School of Science).	80	..	194 2 2‡	..	..	..	194 2 2
15,122	„	Talbot Lane Wesleyan Day School.	..	45	16 18 9	..	45	9 7 3	26 6 0
15,152	Royston	Board School	..	16	4 14 6‡	..	..	..	4 14 6
5401	Scarborough	Ramshill Road, St. Martin's School.	53	..	31 3 9	..	..	..	31 3 9
A5402	„	School of Science and Art, Vernon Place.	..	57	26 16 4	45	90	208 1 6 *3 12 0*	298 9 10
5584A	„	Gladstone Road Board School	..	30	15 11 2	..	47	11 17 0	27 8 2
5541	Scorton	Grammar School	12	..	1 0 7	12	..	1 9 4	2 9 11
A5408	Selby	School of Science and Art, Subscription School, New Lane.	..	31	20 19 11‡	9	80	72 7 3‡ *5 5 0‡*	98 12 2
15,146	Settle	Settle and District Technical Institute.	..	25	5 7 9‡	..	21	2 16 11‡ *12 15 ‡*	20 19 8
15,102	Sheffield	Technical School, St. George's Square.	..	600	334 8 6	..	..	..	334 8 6
5338	„	Girls' Public Day School Co.'s High School for Girls, Rutland Park, Clarkehouse Road.	146	..	48 13 6	120	..	14 17 8	63 11 2
5416	„	Leopold Street, Orchard Lane, Central Higher Grade Board School.	..	504	477 12 5	..	114	26 19 1	504 11 6
§9012	„	Leopold Street, Central Higher Grade Board School (School of Science).	189	..	656 5 11	..	..	..	656 5 11
5416A	„	Gray Street, Pyebank Board School.	..	21	6 1 3	..	..	..	6 1 3
5416B	„	Owler Lane Board School	38	..	10 12 3	..	..	..	10 12 3
5416C	„	Duchess Road Board School	..	..	..	..	38	3 11 2	3 11 2
5416D	„	Burgoyne Road Board School	..	22	6 3 3	..	22	2 4 9	8 13 5
5416E	„	Carlisle Street, East, Board School.	..	17	5 9 1	..	..	..	5 9 1
5416F	„	Bodmin Street Board School, Huntsman's Gardens.	..	77	20 6 9	..	46	11 3 3	31 10 0
5416G	„	Sharrow Lane Board School	..	45	9 13 9	..	18	3 4 2	12 17 11

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List of Schools and Classes—*continued.*

School No.	Place.	Where held.	Science.			Art.			Total Grants.
			Number under Instruction.		Grants.	Number under Instruction.		Grants.	
			Day.	Even.		Day.	Even.		
	YORKSHIRE—*continued.*				£ s. d.			£. s. d.	£. s. d.
5416H	Sheffield -	Burton Street, Langsett Road Board School.	..	15	3 2 11	..	..	..	3 2 11
5416J	„ - -	Darnall Road Board School -	..	17	3 4 11	..	..	..	3 4 11
5416K	„ - -	Orchard Lane Pupil Teachers' Central Classes.	437	..	833 17 2	391	..	149 12 1	983 9 3
5416L	„ - -	Junction Road, Hunter's Bar Board School.	..	..	..	..	35	4 3 4	4 3 4
5416M	„ - -	Barnsley Road, Firs Hill Board School.	..	56	10 5 2	..	..	..	10 5 2
5416N	„ - -	Jenkin Road, Brightside Board School.	..	25	4 3 10	..	..	..	4 3 10
S9200	„ - -	Royal Grammar School, Broomhall Park (School of Science).	80	..	118 11 1	..	..	..	118 11 1
5428	„ - -	Church of England Educational Institute, St. James' Street.	31	148	52 11 10	82	53	25 14 5	78 6 3
A5427	„ - -	School of Science and Art, Arundel Street.	14	83	22 3 4	115	381	774 17 10	797 1 2
5428	„ - -	Baldwin Street, Attercliffe Board School.	..	..	..	..	8	2 10 0	2 10 0
F432	„ - -	College of Pupil Teachers, Cavendish Street.	..	14	6 17 8	..	23	7 15 6	14 13 2
5442	„ - -	Wesley College, Glossop Road	62	..	47 16 1	90	..	30 10 8	78 6 9
5570	„ - -	Queen's Road Board School -	..	5	1 9 8	..	24	10 7 0	11 16 8
A5395	Shipley - -	School of Science and Art, The Salt School, Victoria Road.	123	133	178 9 0½	108	113	244 2 9½	422 11 9
5595	„ - -	Technical School, Saltaire -	93	90	18 13 2½	97	..	35 1 7½	53 14 9
5444	Silsden - -	Kirkgate Town Hall - -	..	..	..	..	17	10 12 5½	10 12 5
5412	Skelton - in - Cleveland.	Stanghow Lane Board School -	..	..	..	..	20	2 17 2	2 17 2
5445	Skinningrove	Miners' Institute, Carlin How	..	28	6 5 11	..	12	3 3 4	9 9 3
A5491	Skipton - -	School of Science and Art, High Street.	..	74	38 6 10½	21	104	96 2 3½ *6 0 0½*	} 140 9 1
5449	Sowerby Bridge	Tuel Lane Board School, - -	..	34	26 18 0½	..	66	13 10 2½	40 3 2
5449A	„ - -	Bolton Brow Board School -	..	47	26 12 7½	..	..	..	26 12 7
5450	Stainland -	Top of Stainland, Bowling Green Board School.	..	..	..	..	16	2 6 8½	2 6 8
5375A	Stanningley -	Town Street School (Branch of Pudsey School, 5375).	..	..	..	..	29	11 8 3½	11 8 3
5462	„ -	Church Institute, Parish Room, Town Street.	..	27	11 1 2½	..	..	..	11 1 2
5492	Stokesley -	Preston Grammar School, College Square.	40	..	2 11 4	40	..	3 18 5	6 9 9
5456	Sutton - in - Craven.	National School - - - -	..	10	1 14 2½	..	13	3 9 5½	5 3 7
5453	Swinton - -	Swinton Bridge Board School	..	27	6 2 7½	..	..	..	6 2 7
5457	Tadcaster -	Grammar School - - - -	24	..	11 10 8½	24	..	4 14 9½	16 5 5
5510	Thornaby -	Mechanics' Institute, George Street.	..	24	18 0 6	..	12	5 6 8 *45 6 0*	} 68 13 2
5463	Thorne - .	Grammar School, King Street -	36	1	13 6 2½	65	1	23 9 5½	36 15 7
5465	Thornton -	Mechanics' Institute, Market Street.	..	..	..	..	34	9 17 5½	9 17 5
5468	„ -	Grammar School - - - -	30	..	8 18 11½	31	..	5 5 10½	14 4 9
5167	Tinsley Park -	Technical Classes - - -	..	14	9 2 0½	..	..	..	9 2 0
15,130	Todmorden -	Roomfield Board School - -	..	47	24 18 9½	..	..	..	24 18 9
S9072	„ -	Roomfield Board School (School of Science).	93	..	530 14 2	..	..	..	530 14 2
A15,130D	„ -	Fielden School of Art, Burnley Road.	..	..	..	20	107	96 14 11½	96 14 11
15,130E	„ -	Municipal Technical School, Waterside.	..	133	91 7 0½	..	..	*6 3 0½*	97 10 0
15,140	„ -	Roomfield Board School, Pupil Teachers' Classes.	26	..	16 0 8	..	..	..	16 0 8
15,140A	„ -	Waterside Technical School, Pupil Teachers' Centre.	24	..	5 5 11	..	..	..	5 5 11
5203	Uppermill -	Co-operative Hall, Court Street	..	..	..	..	19	3 11 6½	3 11 6
A5471	Wakefield -	Technical School, School of Science and Art, Bell Street.	114	339	325 7 1½	..	264	245 1 3½	570 8 4
5474	„ -	Queen Elizabeth's Free Grammar School, Northgate.	111	..	169 3 5½	59	..	36 8 1½	205 11 6

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List of Schools and Classes—*continued.*

School No.	Place.	Where held.	Science. Number under Instruction. Day.	Science. Number under Instruction. Even.	Science. Grants.	Art. Number under Instruction. Day.	Art. Number under Instruction. Even.	Art. Grants.	Total Grants.
	YORKSHIRE—*continued.*				£ s. d.			£ s. d.	£ s. d.
5474A	Wakefield -	Endowed School for Girls, Wentworth House, St. John's.	107	..	28 7 7½	39	..	3 3 0½	31 10 7
5502	„ -	Northern Congregational School, Silcoates Hall, Alverthorpe.	62	..	29 18 1	40	..	7 19 8	37 17 9
5475	Wath-on-Dearne	Mechanics' Institute, Barnsley Road.	..	3	2 0 6½	..	34	14 13 7½	16 14 1
5470	Whitby - -	Cliff Street Board Schools -	15	..	1 10 8	37	71	103 8 10	104 19 6
5489	„ - -	St. John's School - - -	..	19	8 9 6	41	35	15 0 9	23 10 3
5342	Whitwood -	Boys' School Room - -	..	19	8 17 0½	..	..	..	8 17 0
5484	Wombwell -	Barnsley Road Board School -	..	34	9 11 9½	..	..	..	9 11 9
5484A	„ -	Main Colliery School Room, Wombwell Main.	..	32	26 0 3½	..	..	..	26 0 3
5486	Yeadon - -	Mechanics' Institute, Town Hall, High Street.	..	64	49 3 7½	..	32	23 8 9½	72 12 4
A5494	York - -	Fine Art Institute, School of Science and Art, St. Leonard's Place.	2	29	9 14 10	55	235	407 12 7	417 7 5
5494A	„ - -	Technical Class Room, Exhibition Building, St. Leonard's Place.	..	55	58 3 0	..	..	.	58 3 0
A5496	„ - -	School of Science and Art, York Institute, Clifford Street.	..	26	7 14 6	88	178	211 5 4	218 19 10
5504	„ - -	Park Grove Board School -	49	..	41 0 9	48	..	11 1 4	52 2 1
5504A	„ - -	Scarcroft Board School - -	54	151	309 3 8	64	..	25 0 8	334 4 4
5504B	„ - -	Fishergate Board School - -	36	..	51 10 2	35	..	8 16 0	60 6 2
5528	„ - -	Elmfield College, Malton Road	45	..	39 19 1	..	..	..	39 19 1
5586	„ - -	Railway Institute, Queen Street	..	154	62 12 1	..	..	..	62 12 1
15,149	„ - -	Model School, Training College, Lord Mayor's Walk.	16	..	9 2 1	16	..	4 13 6	13 15 7
A9158	„ - -	Archbishop Holgate's Grammar School, Lord Mayor's Walk (School of Science).	91	..	279 18 6	..	..	..	279 18 6
		Totals for England -	60,274	102,640	195,188 9 3	47,984	67,343	70,569 16 3	265,758 5 6
	WALES.								
	ANGLESEA:								
15,021	Llangefni -	County Intermediate School -	49	..	25 6 6	32	..	4 12 11	29 19 5
	BRECON:								
7494	Beaufort -	Beaufort Hill Board School -	..	15	3 8 0	..	..	..	3 8 0
7575	Brecon - -	Dr. Coke's Memorial Hall, County Intermediate School, Lion Street.	53	..	7 14 7	..	..	..	7 14 7
7313	Brynmawr -	County School, New Buildings	47	..	15 5 6	..	..	..	15 5 6
7302	Builth - -	County Intermediate School, Groe.	49	..	27 8 3	..	..	..	27 8 3
7484	Cefn Coed -	Board School - - - - -	20	..	3 14 8	..	..	..	3 14 8
	CARDIGANSHIRE:								
7582	Aberayron -	County School, Market Street (Intermediate School).	29	..	35 12 2	..	..	..	35 12 2
5606	Aberystwyth -	Lewis Terrace Board School -	..	77	24 16 6	8	52	26 13 6*a* *1 1 0*	52 11 0
5606A	„ -	University College, King Street	..	..	..	9	..	1 19 3	1 19 3
7591	„ -	County School - - - -	40	..	34 17 0	101	..	20 9 0	55 6 0
7586	Cardigan -	Intermediate County School, High Street.	..	29	10 15 3	..	..	..	10 15 3
7378	Lampeter -	St. David's Collegiate School, Station Terrace, College Street.	36	..	36 11 6	..	..	..	36 11 6

a Includes payments for works to School No. 5606A.

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List of Schools and Classes—*continued.*

School No.	Place.	Where held.	Science. Number under Instruction. Day.	Science. Number under Instruction. Even.	Science. Grants.	Art. Number under Instruction. Day.	Art. Number under Instruction. Even.	Art. Grants.	Total Grants.
	CARDIGANSHIRE—*continued.*				£ s. d.			£ s. d	£ s. d.
5680	Llanarth -	Board School - - - - -	22	..	9 18 5	..	..	..	9 18 5
7564	Llandyssil -	County Intermediate School, Gilfachwen Road.	37	..	21 15 9	58	..	5 17 4	27 13 1
7314	Llanon - -	Mount Pleasant Street Board School.	..	..	..	..	7	2 18 4	2 18 4
7599	Tregaron -	County School, Town Hall, Laura Place.	42	..	62 4 0	..	..	..	62 4 0
	CARMARTHENSHIRE:								
7552	Ammanford -	Board School - - - - -	32	56	39 5 11	26	27	16 17 4	56 3 3
7559	Brynamman -	Cwmgarn Road Board School -	12	34	21 9 0	..	..	..	21 9 0
15,614	Burryport -	New Infants' School - -	33	..	10 11 11	..	..	..	10 11 11
7570	Carmarthen -	Queen Elizabeth Grammar School, Francis Terrace.	20	..	7 1 11	..	..	..	7 1 11
7570A	„ -	County Girls' School, adjoining Grammar School.	21	..	7 16 8	..	..	..	7 16 8
A5619	„ -	School of Science and Art, Church Lane.	..	..	..	44	92	74 10 8	74 10 8
7555A	Garnant -	Stepney Hall - - - - -	..	22	6 7 8	..	..	..	6 7 8
7555	Glanamman -	Board School - - - - -	30	..	4 13 3	..	..	..	4 13 3
15,620	Gorslas, Llandebie.	Parish Hall - - - - -	..	43	2 16 5	..	..	..	2 16 5
7548	Llandilo - -	County Intermediate School -	68	..	52 9 10	..	..	..	52 9 10
7397	Llanelly - -	Coleshill Terrace Higher Grade Board School.	..	116	76 13 4	..	..	*13 19 0*	90 12 4
S9046	„ -	Coleshill Terrace Higher Grade Board School (School of Science (Boys').	277	..	775 16 11	..	..	..	775 16 11
S9046	„ -	Coleshill Terrace Higher Grade Board School (School of Science) (Girls').	43	..	23 0 2	..	..	..	23 0 2
7563	„ -	Intermediate and Technical School (Boys').	23	..	5 4 2	59	..	10 19 10	16 4 0
7563A	„ - -	Intermediate Girls' School -	..	133	111 4 9	..	96	26 4 3	137 9 0
7569	„ - -	Prospect Place Pupil Teachers' School.	..	19	9 9 1	..	..	..	9 9 1
15,605	Llangennech -	British Schools - - - -	..	35	14 11 8	..	..	..	14 11 8
7376	Pencader -	Grammar School - - - -	..	26	11 11 8	..	..	..	11 11 8
7580	Pontyberem -	Board School - - - - -	..	27	17 2 9	..	..	..	17 2 9
15,602	Saron - -	Llandebie Board School - -	..	..	4 15 4	32	..	4 8 8	9 4 0
7538	Whitland -	Intermediate School Building	30	..					
	CARNARVONSHIRE:								
15,607	Bangor - -	Garth School, Pupil Teachers' Classes.	..	24	7 18 5	..	..	..	7 18 5
15,607A	„ -	Rechabite Hall, Farrar Road, Pupil Teachers' Centre	..	8					
7534	„ -	Friars County School for Boys	32	..	18 2 11	..	..	..	18 2 11
7540	Bethesda -	New County School - - -	22	..	31 17 2	..	..	..	31 17 2
15,604	Carnarvon -	S. Penrallt Boys' Board School, (Senior Department,)	..	..	..	..	25	2 4 8	2 4 8
7479A	„ -	County School, Church Street -	..	..	..	111	..	16 14 0	16 14 0
15,609	Penygroes -	Llyndn Road Pupil Teachers' Central School.	..	45	6 16 8	..	48	3 14 0	10 10 8
15,610	Portmadoc -	Girls' School, Chapel Street -	..	37	15 3 2	..	28	6 10 10	21 14 0
15,616	Pwllheli -	County School - - - - -	32	..	12 2 2	..	..	..	12 2 2
	DENBIGHSHIRE:								
7462	Abergele -	County School, Rhuddlan Road	15	..	2 15 3	..	..	..	2 15 3
7594	Broughton -	Pentre Boys' School, High Street and Long Lane.	..	..	..	..	29	5 9 2	5 9 2
7322	Brymbo - -	Workmen's Institute, High Street.	..	18	8 18 5	..	..	..	8 18 5

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List of Schools and Classes—*continued.*

School No.	Place.	Where held.	Science.			Art.			Total Grants
			Number under Instruction.		Grants.	Number under Instruction.		Grants.	
			Day.	Even.		Day.	Even.		
					£ s. d.			£ s. d.	£ s. d.
	DENBIGHSHIRE—*continued.*								
7319	Cefn - -	Queen Street Board School -	..	12	6 2 11	..	24	4 9 0	10 11 11
7535	Colwyn Bay -	Infant School, Abergele Road -	..	..	..	..	32	10 9 4	10 9 4
7597	„ -	Conway Road Higher Grade School.	19	..	2 14 4	..	..	..	2 14 4
7303	Denbigh - -	County School, Park Street -	43	..	20 2 11	53	..	14 0 6	34 3 5
7323	Llangollen -	Parade Street Board Schools -	..	39	11 9 7	..	46	9 2 0	20 11 7
7461	Llanrwst -	County School for Boys, School Bank.	29	..	5 2 7	..	..	..	5 2 7
7578	Ruabon - -	County Grammar School - -	36	..	64 10 10	29	..	6 18 0	71 8 10
A7316	Wrexham -	School of Science and Art, New School, Chester Street.	..	68	21 10 7	52	65	111 8 0 *15 3 0*	} 148 1 7
7567	„ -	County School (Boys'), Grove Park.	..	..	..	95	..	22 9 5	22 9 5
7567A	„ -	County School (Girls') Grove Park	..	..	..	69	..	12 13 5	12 13 5
	FLINTSHIRE:								
7450T	Alltami - -	School Room - - - - -	..	19	11 5 0	..	..	..	11 5 0
7360	Buckley - -	Buckley Lane Bistre Board School.	..	63	21 4 8	..	26	13 2 6	34 7 2
15611	Flint - -	National School, Northop Road	..	6	3 9 6	..	15	2 6 11	5 16 5
7450Q	Hawarden -	The Institute - - - - -	..	18	1 13 10	..	12	1 18 10	3 12 8
7589	„ - -	County School (Boys) - -	53	..	81 17 6	53	..	20 17 0	102 14 6
7589A	„ - -	County School (Girls) - -	24	..	12 16 11	28	..	4 1 5	16 18 4
7450E	Holywell -	County School Buildings - -	..	25	9 4 1	..	60	5 16 6	15 0 7
7581	„ - -	County Intermediate School, High Street.	29	..	20 4 9	61	..	19 8 11	39 13 8
15625	„ - -	St. Winifred's High School -	..	..	..	38	..	3 5 3	3 5
7450J	Mold - -	Glarrafon, Grosvenor Street Board School.	..	..	..	..	14	1 15 3	1 15 3
7554	„ - -	New Alun County School, Preswylfa.	55	..	35 0 10	60	..	19 13 5	54 14 3
7450M	Northop -	National School - - - -	..	19	2 2 8	..	..	..	2 2 8
7450	Rhyl - -	Technical School, Alexandra Buildings, Market Street.	..	5	..	..	32	7 11 4	7 11 4
7450S	St. Asaph -	County School, Denbigh Road	..	..	..	..	8	0 19 9	0 19 9
7592	„ - -	County School, Denbigh Road	13	..	5 2 5	22	..	4 10 2	9 12 7
7450Y	Sandycroft -	Institute, Assembly Hall - -	..	18	9 2 4	..	..	..	9 2 4
7450U	Shotton - -	The School, Chester Road -	..	15	2 2 10	..	17	3 9 0	5 11 10
7450D	Whitford -	Pantasaph Convent School, St. Clare's.	51	51	25 3 4	47	..	24 3 3	49 6 7
	GLAMORGANSHIRE:								
7315	Aberaman -	Board School - - - - -	..	45	8 5 4	..	..	..	8 5 4
7327	Abercynon -	Ynysmeurig Road Board School.	..	3	6 17 3	..	..	..	6 17 3
5602	Aberdare -	Clifton Street Town Board Schools.	..	252	65 11 0	..	..	..	65 11 0
5602D	„ - -	Technical and Intermediate School (Evening Classes), Hirwain Road.	..	32	18 6 4	..	48	12 7 7	30 13 11
7350	„ - -	County School (Day Classes), Hirwain Road.	20	..	20 15 5	51	..	7 4 9	28 0 2
7489	Barry - -	Holton Road Board School -	..	190	115 0 6	..	26	5 7 6 *19 16 0*	} 140 4 0
7587	„ - -	Intermediate School, Metropolitan Bank Buildings.	125	..	40 8 11	..	..	..	40 8 11
7372	Bedlinog (near Troedyrhiw)	High Street Board School, Cwmfelyn.	..	11	4 5 8	..	..	..	4 5 8
7311	Bridgend -	Intermediate and Technical School, County School, Coity Fields.	..	73	20 6 11	..	57	3 2 1	23 9 0
7596	„ - -	County School - - - - -	28	..	45 10 2	46	..	17 18 6	63 8 8
7493	Briton Ferry -	Neath Road Board Schools -	..	23	4 4 10	..	16	3 15 9	8 0 7
15617	Brynamman -	Banwen Board School - -	..	36	9 6 6	..	..	..	9 6 6

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List of Schools and Classes—*continued.*

School No.	Place.	Where held.	Science. Number under Instruction. Day.	Science. Number under Instruction. Even.	Science. Grants. £ s. d.	Art. Number under Instruction. Day.	Art. Number under Instruction. Even.	Art. Grants. £ s. d.	Total Grants. £ s. d.
	GLAMORGANSHIRE—*continued.*								
A5614	Cardiff - -	School of Science and Art, College School Buildings, Dumfries Place.	..	251	110 11 1	60	249	301 6 5 *0 12 0*	412 9 6
5614B	„ - -	Women's Technical Department, 6, St. Andrew's Place.	..	12	3 17 6	..	..	..	3 17 6
7336	„ - -	University College of South Wales, Newport Road.	..	268	147 12 7	..	..	..	147 12 7
7336A	„ - -	Brighton House, Newport Road	..	32	20 15 0	..	..	..	20 15 0
7396A	„ - -	Howard Gardens Pupil Teachers' School, Higher Grade Board School.	220	38	100 2 5	227	90	176 1 2	276 8 7
S 9043	„ - -	Howard Gardens Higher Grade Board School (School of Science).	358	..	1,435 19 4	..	..	..	1,435 19 4
7338	Clifynydd -	Ann Street Board School - -	..	51	11 19 10	..	..	..	11 19 10
7512	Clydach - -	Public Hall, Swansea Road -	..	72	25 3 3	..	..	..	25 3 3
7472	Clydach Vale -	Board Schools - - - -	..	28	4 2 5	..	..	..	4 2 5
7520	Cwmavon -	Cwmavon, near Port Talbot, Boys' School.	..	20	12 4 11	..	13	1 0 2	13 5 1
7522	Cwmllynfell -	Board School - - - -	..	29	5 2 3	..	..	..	5 2 3
15,601	Cymmer -	Board School - - - -	..	10	3 10 6	..	..	..	3 10 6
5684	Dowlais - -	High Street Board School -	..	60	20 12 7	..	84	11 2 9	31 15 4
7320	Ferndale -	North Street Higher Grade Board School, The New Science School.	17	..	12 2 1	..	..	..	12 2 1
7320B	„ -	Maerdy Road, Maerdy Board School.	..	27	1 19 8	..	..	..	1 19 8
S 9188	„ -	North Street Higher Grade Board School (School of Science).	76	..	255 9 0	..	..	..	255 9 0
7329	Gilfach (Pengam).	Board School - - - -	..	8	2 0 3	..	..	..	2 0 3
7574	Gorseinon -	Schoolroom, near Holy Trinity Church, High Street.	..	29	6 4 1	..	..	..	6 4 1
7426	Gowerton	Intermediate and Technical School.	..	36	21 3 1	..	..	..	21 3 1
7595	„ -	Intermediate and Technical School (Day Classes).	48	1	82 1 3	24	..	6 1 11	88 3 2
7448	Gwaun-Cae Gurwen	Board School - - - -	..	14	2 4 5	..	..	..	2 4 5
7436	Hafod - -	Board School - - - -	..	25	9 9 11	..	..	..	9 9 11
7515	Hengoed -	Board School - - - -	..	45	8 0 1	..	..	..	8 0 1
15,624	Llandaff -	Howell's School - - -	..	..	..	61	..	15 14 7	15 14 7
7470	Llansamlet -	Cwm Board School - - -	19	..	2 8 4	..	..	..	2 8 4
5685	Loughor - -	Upper Town National Schools	..	30	7 7 3	..	25	4 2 4	11 9 7
7449	Maesteg - -	Castle Street, Plasnewydd, Board School.	25	31	3 9 9	46	..	2 18 2	6 7 11
5641	Merthyr Tydfil	Abermorlais School - - -	..	72	43 14 7	..	..	..	43 14 7
5641A	„ -	Morlais Hall, Glebeland Street	108	27	50 3 7	114	..	45 11 1	95 14 8
5643	„ -	Penydarren Board School and Laboratory, Church Street,	..	92	34 1 5	..	88	65 7 9	99 9 2
7374	„ -	Advanced Elementary School, Caedraw Buildings, Picton Street (Boys)	15	..	16 10 0	12	..	4 1 10	20 11 10
7374A	„ -	Advanced Elementary School, Caedraw Buildings, Picton Street (Girls).	61	..	53 2 7	57	..	19 5 0	72 7 7
7375	„ -	Abercanaid Board School -	..	22	3 8 2	..	..	..	3 8 2
7598	„ -	County School (Day Classes) -	65	..	26 10 4	..	..	..	26 10 4
7513	Merthyr Vale	Cardiff Road Board School -	..	13	4 7 1	..	17	6 15 9	11 2 10
5648	Mountain Ash	Commercial Street Duffryn Boys' School.	..	68	6 10 5	..	..	..	6 10 5
5648A	„ -	Caegarw Mixed School - -	..	..	..	..	20	3 2 8	3 2 8
7572	Neath - -	Cadoxton Road Intermediate School.	34	..	28 2 0	34	..	13 16 0	41 18 0
7576	„ - -	Cadoxton Road Intermediate and Technical School	..	195	96 13 1	..	64	18 8 11	115 2 0

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List of Schools and Classes—*continued.*

School No.	Place.	Where held.	Science.			Art.			Total Grants.
			Number under Instruction.		Grants.	Number under Instruction.		Grants.	
			Day.	Even.		Day.	Even.		
	GLAMORGANSHIRE—*continued.*				£ s. d.			£ s. d.	£ s. d.
7437	Nelson	High Street National School	..	24	1 7 10	..	..	..	1 7 10
7438	Ogmore Vale	Tynewydd School	..	10	0 15 6	..	..	..	0 15 6
A7306	Penarth	School of Art County Intermediate School, Archer Road	8	14	2 17 6	116	43	64 1 4 *6 3 0*	73 1 10
7384	,,	Intermediate School (Boys') County School, Archer Road	16	..	6 8 7	..	..	..	6 8 7
7384A	,,	Intermediate School (Girls'), County School, Archer Road	6	..	2 9 11	..	..	..	2 9 11
7406	Penrhiwceiber	Church Street Boys' School	..	23	2 0 8	..	..	..	2 0 8
5697	Pontardawe	Duffryn Road Kilybebyll Infants' School	..	51	7 6 3	..	23	1 4 9	8 11 0
5697B	,,	Brecon Road Board School	..	18	2 10 8	..	..	..	2 10 8
5654	Pontardulais	Oakfield Street, Alltiago Road Board School.	..	39	17 13 7	..	..	..	17 13 7
5658	Pontlottyn	Board Street Boys' Board School	..	53	9 7 10	..	19	1 17 6	11 5 4
5657	Pontypridd	Gelliwastad County School	48	190	84 2 11	36	8	11 0 9 *5 5 0*	100 8 8
7562	,,	St. Catherine's Street Pupil Teachers' School, Parish Room.	121	..	36 5 1	121	..	24 19 4	61 4 5
7345	Porth	Cymmer Old National School	199	..	34 0 7	170	..	27 13 5	61 14 0
7345C	,,	Mary Street Girls' Board School, America Place.	.	..	..	43	..	6 6 0	6 6 0
7353	,,	County School, Cemetery Road (Day Classes).	91	..	49 16 7	80	..	17 7 1	67 3 8
7588	,,	County School, Cemetery Road	..	57	45 4 11	..	..	..	45 4 11
7588A	,,	America Vach Boys' School	..	146	59 10 0	..	..	..	59 10 0
7581	Port Talbot	Station Road Intermediate School (Boys').	88	102	33 2 8	118	21	0 14 3	33 16 11
7584A	,,	Station Road Intermediate School (Girls').			53 5 2			17 1 6	70 6 8
15,619	,,	Bryn Board School	..	23	4 13 1	..	..	..	4 13 1
7337	Resolven	Tayrhiw Road Board School, Neath Road.	..	21	12 2 2	..	..	..	12 2 2
A5667	Swansea	School of Science and Art, Free Library Buildings, Alexandra Road.	..	123	103 13 1	29	367	203 14 1	307 7 2
7347	,,	Dynevor Place Pupil Teachers' Classes, Central Higher Grade School.	104	..	41 9 2	..	..	..	41 9 2
7347C	,,	Trinity Place Central Higher Grade Girls' School.	..	170	126 14 1	..	168	28 12 10	155 6 11
7347D	,,	Dynevor Road Central Higher Grade Board School.	140	..	130 11 0	127	..	43 17 9	174 8 9
7366	,,	Oxford Street National Higher Grade School.	47	73	57 7 7	..	..	..	57 7 7
7571	,,	Municipal Technical School, Grammar School, Mount Pleasant.	..	373	318 19 9	..	..	..	318 19 9
B9152	,,	Intermediate and Technical School, Mount Pleasant (School of Science).	102	..	231 1 1	..	..	..	231 1 1
7502	Talbach	Board School	..	29	7 8 11	..	19	2 9 4	9 18 3
15,613	Tondu	Ynysawdre Pupil Teachers' Central School.	100	..	22 1 7	107	..	16 9 5	38 11 0
15,615	,,	Board School	..	75	25 9 2	..	..	..	25 9 2
7472E	Tonypandy	Board School	..	14	2 17 0	..	..	..	2 17 0
7352	Tonyrefail	Board School	..	37	10 15 10	..	..	..	19 15 0
15,618	Trebanos	Craigtrebanws Board School	30	..	7 12 10	..	..	..	7 12 10
7380	Treharris	Perrott Street Board School	..	30	8 2 9	..	..	..	8 2 9
7308	Treorchy	Workmen's Institute, Station Road.	..	59	24 15 9	..	..	..	24 15 9
7310	Troedyrhiw	Boys' Board School	..	11	2 6 4	..	..	..	2 6 4
7558B	Ynishir	Board School	..	23	3 13 2	..	..	..	3 13 2

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List of Schools and Classes—*continued.*

School No.	Place.	Where held.	Science. Number under Instruction. Day.	Science. Number under Instruction. Even.	Science. Grants. £ s. d.	Art. Number under Instruction. Day.	Art. Number under Instruction. Even.	Art. Grants. £ s. d.	Total Grants. £ s. d.
	GLAMORGANSHIRE—*continued.*								
7343A	Ystalyfera -	Intermediate Schools, County School.	..	35	4 5 4	..	16	2 9 0	6 14 4
7301	„ -	County School (Day Classes) -	83	..	15 4 5	46	..	6 14 10	21 19 3
7381A	Ystrad Rhondda	Ystrad Library, Ystrad Road -	..	9	0 13 10	..	..	..	0 13 10
7381B	„ -	Assembly Hall, Llewellyn Street	..	33	7 11 9	..	..	..	7 11 9
39148	„ -	Higher Grade Board School, Pentre (School of Science).	74	..	200 1 0	..	..	..	200 1 0
	MERIONETHSHIRE:								
7326	Blaenau Festiniog.	Maenofferen Boys' Higher Grade School.	..	98	27 16 6	..	56	10 14 3	38 10 9
5688	Dolgelly -	Dr. Williams' Girls' School -	47	..	13 2 7	..	..	..	13 2 7
5691	„ -	County School, Old Corris Road	13	..	17 10 0	28	..	5 8 5	22 18 5
39145	Towyn -	County Intermediate School (School of Science).	50	..	218 8 0	..	..	..	218 8 0
	MONTGOMERYSHIRE:								
7590	Llanidloes -	County Intermediate School -	50	9	58 4 7	38	..	4 3 5	62 8 0
7549	Machynlleth -	County Intermediate School, Penrallt Street.	67	..	35 11 3	60	..	3 10 6	39 1 9
7342	Newtown -	County Intermediate School -	..	31	15 1 11	..	21	2 16 11	17 18 10
15,606	Welshpool -	County School - - - -	24	..	10 7 4	32	..	10 1 0	20 8 4
5670	„ -	Powysland Museum and Free Library, Salop Road.	..	..	..	2	14	3 16 7	3 16 7
	PEMBROKESHIRE:								
7543	Fishguard -	Intermediate School, West Street.	15	..	5 4 2	..	..	..	5 4 2
7356	Haverfordwest	Grammar School, Dew Street -	..	11	3 15 5	..	..	..	3 15 5
7356A	„ -	Assembly Rooms, St. Mary's Street, Church Street.	..	13	9 7 1	4	31	19 19 9	29 6 10
7339	Milford Haven	County Intermediate School, Hamilton Terrace.	15	14	5 9 3	30	..	0 13 11	6 3 7
7542	Narberth -	County Intermediate School, Greenway Road.	41	34	58 14 3	47	..	11 5 10	70 0 1
5651	Pembroke Dock.	Albion Square Board School -	134	48	72 9 4	61	61	22 10 6	94 19 10
5658	„ -	Victoria Road National School	12	..	5 16 3	11	..	2 7 8	8 3 11
7527	„ -	Bush Street County School -	46	26	77 9 9	..	..	..	77 9 9
7577	St. David's -	Intermediate County School Room, New Street.	41	..	1 10 5	41	..	..	1 10 5
7545A	Tenby - -	Intermediate School, Greenhill	51	..	59 0 3	65	10	25 5 2	84 5 5
		Totals for Wales - - -	4,598	4,551	7,607 19 3	3,276	2,378	1,160 11 8	9,568 10 11
		IRELAND.							
	ANTRIM:								
16,305	Ballymena -	Young Men's Christian Association, Wellington Street.	..	31	4 7 9	20	80	37 8 4	41 16 1
6307	„ - -	Ballymoney Road Model School.	..	12	4 16 4	..	..	..	4 16 4
6318	Belfast - -	Fall's Road, Divis Street, Model School.	..	154	137 2 4	..	..	..	137 2 4
6320	„ - -	Young Men's Christian Association, Mount Pottinger.	..	23	9 9 4	..	59	7 7 6 *2 14 0*	19 10 10
6329	„ - -	Working Men's Institute, Castle Street and Queen's Street.	..	361	97 8 11	..	..	*0 18 0*	98 6 11
A6330	„ - -	Government School of Science and Art, College Square, N	..	94	36 6 10	102	237	280 1 10 *10 16 0*	327 1 8

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List of Schools and Classes—*continued.*

School No.	Place.	Where held.	Science.			Art.			Total Grants.
			Number under Instruction.		Grants	Number under Instruction.		Grants.	
			Day.	Even.		Day.	Even.		
	ANTRIM—*continued.*				£ s. d.			£ s. d.	£ s. d.
A6361	Belfast - -	Victoria College, Branch School of Art (6330), University Road and Lower Crescent.	..	..	..	80	..	9 12 4	9 12 4
6388	„ - -	St. Enoch's Schools, Carlisle Circus.	..	7	0 15 0	..	32	5 1 5	5 16 5
6394	„ - -	Royal Academy, Cliftonville -	11	4	3 16 2	29	7	7 7 9	11 3 11
6395	„ - -	Royal Belfast Academical Institution, College Square, East and North.	39	86	96 18 5	..	..	..	96 18 5
6351	Lisburn - -	Ulster Provincial School, Prospect Hill.	31	34	16 2 6	..	..	..	16 2 6
6350	„ - -	Convent of the Sacred Heart of Mary, Castle Street.	13	..	1 9 10	41	..	11 9 0	12 18 10
	ARMAGH:								
6403	Armagh - -	Natural History and Philosophical Society, New Art Rooms, The Mall.	..	7	2 7 1	11	45	24 17 8	27 4 9
	CLARE:								
6233A	Ennis - -	St. Mary's Convent of Sisters of Mercy, Arthur's Row.	5	..	1 4 7	34	..	13 5 6	14 10 1
6250	Kilmihil -	Cahirmurphy National School	..	34	44 10 10	..	..	..	44 10 10
6297	Lacken - -	National School - - -	..	43	29 5 7	..	..	..	29 5 7
	CORK:								
16,259	Bantry - -	Convent of Our Lady of Mercy National School, Kilmacomoge.	..	..	..	27	7	6 7 0	6 7 0
A6209G	Blackrock -	Branch School of Art, St. Ursula's College, Ursuline Convent.	24	..	1 9 0	33	..	14 2 3	15 11 3
16,227	Charleville -	St. Joseph's Convent of Mercy, Main Street.	14	..	3 12 9	60	..	36 11 9	40 4 6
A6209V	Clonakilty -	Branch of School of Science and Art, Convent of Mercy.	6	..	1 19 3	28	..	43 6 4	45 5 7
A6209	Cork - -	Crawford Municipal School of Science and Art, Nelson Place.	..	120	47 8 1	65	146	248 8 2 *11 14 0*	307 10 3
16,245	„ - -	Ursuline High School, St. Angela's, St. Patrick's Hill, Richmond.	18	..	11 16 5	45	..	4 15 11	16 12 4
16,260	„ - -	Grammar School, Sidney Place	68	..	37 17 0	58	..	9 6 5	47 3 5
A6209H	„ - -	Branch School of Science and Art, St. Vincent's Convent National School, Peacock Lane.	40	33	19 5 11	79	..	81 2 11	100 8 10
16,288	„ - -	Rochelle Seminary, Old Blackrock Road.	..	..	..	37	..	3 4 1	3 4 1
16,200	„ - -	Christian Brothers' School, Our Lady's Mount, St. Mary's Road.	50	..	42 15 10	..	..	..	42 15 10
S9211	„ -	Christian Brothers' College, St. Patrick's Place (School of Science).	72	..	179 17 1	..	..	..	179 17 1
6208	„ -	High School for Girls, Sidney Place.	36	..	20 13 0	..	25	8 6 5	28 19 5
A6209R	Dunmanway -	Branch School of Science and Art, St. Mary's Schools.	4	..	1 6 0	54	..	75 5 5	76 11 5

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List of Schools and Classes—*continued.*

School No.	Place.	Where held.	Science.			Art.			Total Grants.
			Number under Instruction.		Grants	Number under Instruction.		Grants.	
			Day.	Even.		Day.	Even.		
	CORK—*continued.*				£ s. d.			£ s. d.	£ s. d.
A6209L	Kinsale - -	Branch School of Science and Art, Convent of Mercy, Rampart.	8	..	2 6 1	45	..	73 18 2	76 4 3
6243	Midleton -	Christians' Schools - - -	58	..	37 10 5	..	..	..	37 10 5
16,249	Rochestown -	Franciscan Capuchin College -	22	22	15 10 4	..	..	..	15 10 4
16,254	Youghal -	Presentation Convent, South Abbey.	7	..	0 15 7	33	..	22 12 6	23 9 1
	DOWN:								
6708	Banbridge -	Temperance Hall, Dromore Street.	..	..	..	..	25	2 12 0	2 12 0
6733	Newry - -	Sacred Heart Convent of Mercy, Catherine Street.	..	..	..	11	..	0 7 5	0 7 5
	DUBLIN:								
6196	Balbriggan -	Loreto Convent - - -	..	..	..	44	..	18 16 3	18 16 3
6186	Blackrock -	St. Catherine's Dominician Convent, Sion Hill, Merrion Avenue.	..	..	..	37	..	16 3 3	16 3 3
16,120	Castleknock -	St. Vincent's College - -	7	..	5 11 6	..	.	..	5 11 6
6192	Dalkey . -	Loreto Abbey - -	..	..	..	35	..	18 19 1	18 19 1
16,123	„ - -	Art School, Bay View, Convent Road.	..	..	..	23	..	5 5 3	5 5 3
16,109	Dublin - -	St. Mary's Dominican Convent, Cabra.	42	..	7 7 7	39	..	9 6 10	16 14 5
6119	„ - -	Sandymount Academical Institute, Sandymount Road.	32	..	11 19 3	..	..	..	11 19 3
6119A	„ - -	Sandymount Academical Institute, Gymnasium, Gilford Road.	..	27	10 4 11	..	..	..	10 4 11
6119B	„ - -	Sandymount Castle, Sandymount Green.	7	..	1 17 5	29	..	10 18 6	12 15 11
16,130	„ - -	University College, Stephen's Green.	..	33	17 12 5	..	..	..	17 12 5
6152	„ - -	Dominican Orphanage, 19, Eccles Street.	40	..	5 8 7	67	..	16 18 10	22 7 5
6184	„ - -	Loreto Convent, Charleville Road, Rathmines.	..	..	..	36	..	11 10 6	11 10 6
6185	„ - -	Loreto Convent, 58, Stephen's Green East.	10	..	2 12 8	91	..	23 12 1	26 4 9
6199	„ - -	Loreto Convent, 43, N. Great George's Street.	..	..	..	47	..	40 3 6	40 3 6
16,104	„ - -	St. Mary's University College, 28, Merrion Square North.	18	..	11 4 3	22	..	1 19 7	13 3 10
16,128	„ - -	St. Margaret's Hall, Mespil Road.	24	..	3 19 9	30	..	6 13 3	10 13 0
16,105	„ - -	Pembroke Technical School, Cambridge Road, Ringsend.	..	60	2 18 0	..	61	18 14 5	21 12 5
6113	„ - -	Technical Schools, 18½, Lower Kevin Street.	..	430	174 8 9	..	144	32 5 11	206 14 8
6116	„ - -	Mechanics' Institute, Lower Abbey Street.	..	7	0 14 7	..	..	..	0 14 7
6120	„ - -	Railway Institute, Inchicore Square.	..	28	23 17 10	..	..	..	23 17 10
6154	„ - -	Grove House, Rathmines- -	27	..	77 19 3	..	..	..	77 19 3
6179	Kingstown -	Dominican Convent, Lower George's Street.	..	..	..	33	..	10 12 0	10 12 0
6144	Rathfarnham -	Loretto Abbey - - -	..	..	..	46	..	47 6 0	47 6 0

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List of Schools and Classes—*continued.*

School No.	Place.	Where held.	Science.			Art.			Total Grants.
			Number under Instruction.		Grants.	Number under Instruction.		Grants.	
			Day.	Even.		Day.	Even.		
	GALWAY:				£ s. d.			£ s. d.	£ s. d.
6067	Galway	City of Galway Technical Institute, Dominick Street.	..	..	..	19	33	33 13 8	33 13 8
6067A	„	Technical School, Model School, Newcastle Road.	..	17	11 9 10	..	..	..	11 9 10
6088	„	Dominican Convent, Taylor's Hill.	7	4	1 7 9	89	..	41 14 3	43 2 0
6082	Gort	Convent of Mercy, Bridge Street.	..	..	..	62	..	2 18 10	2 18 10
	KERRY:								
16,209	Kenmare	Convent of Poor Clares	..	..	..	26	..	20 3 3	20 3 3
16,262	Killarney	Presentation Convent, New Street.	3	..	..	25	..	13 3 8	13 3 8
16,246	„	Loreto Convent, Torc View	..	7	7 7 0	78	..	42 1 9	49 8 9
6274	Listowel	St. Michael's College, Church Street.	7	..	4 6 2	..	..	..	4 6 2
16,210	Tralee	Presentation Convent, Upper Castle Street.	20	31	40 8 6	43	..	18 18 8	59 7 2
	KILKENNY:								
6125	Kilkenny	Pococke College, Brownestown	..	19	34 17 6	..	..	..	34 17 6
	LIMERICK:								
16,117	Hospital	Presentation Convent	..	..	..	65	..	9 5 0	9 5 0
16,261	Kilfinane	Classical and Civil Service School, Main Street.	20	..	12 7 4	..	..	..	12 7 4
A6233	Limerick	Municipal School of Science and Art, Athenæum, Upper Cecil Street.	..	34	7 2 8	80	62	41 0 8	48 3 4
	LONDONDERRY:								
6909	Eglinton	Londonderry Estate National School, Carmoney.	..	31	53 7 4	..	..	..	53 7 4
A6916	Londonderry	School of Science and Art, The Diamond, Shipquay Street.	12	43	18 15 9	140	154	221 11 2	240 6 11
6919	„	Christians' Schools, Brow of the Hill.	59	..	57 14 6	..	..	..	57 14 6
	LOUTH:								
16,101	Drogheda	Sienna Convent Chord Road	5	..	1 2 6	50	..	16 4 6	17 7 0
6121	Dundalk	Educational Institute, St. Dominic's Place.	45	45	25 10 8	20	..	..	25 10 8
6121A	„	Railway Works, Class Room, Ardee Terrace.	..	22	12 16 10	..	..	..	12 16 10
	MAYO:								
6065	Ballina	St. Muredach's Seminary, Abbey Ardnaree.	14	..	10 9 0	..	..	..	10 9 0
6015	„	No. 2, Male National School, Arthur Street.	..	53	67 18 7	..	..	..	67 18 7

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List of Schools and Classes—*continued.*

School No.	Place.	Where held.	Science. Number under Instruction. Day.	Science. Number under Instruction. Even.	Science. Grants.	Art. Number under Instruction. Day.	Art. Number under Instruction. Even.	Art. Grants.	Total Grants.
	QUEEN'S COUNTY:				£ s. d.			£ s. d.	£ s. d.
6103	Abbeyleix	Preston School	22	..	18 5 4	..	..	..	18 5 4
6110	Portarlington	Incorporated Society's Collegiate School.	53	12	84 0 8	..	..	..	84 0 8
	ROSCOMMON:								
6048	Boyle	Academical Institution, Sheegorah House, Carrick Road.	10	..	5 12 6	..	..	..	5 12 6
	SLIGO:								
6021	Sligo	Ursuline Convent, Finisklin	..	28	25 14 4	..	..	..	25 14 4
	TIPPERARY:								
6240	Nenagh	Christian Brothers' School	35	..	7 7 9	..	..	..	7 7 9
6111A	Thurles	Art Class, Ursuline Convent, Main Street.	..	..	..	76	..	37 4 9	37 4 9
A6111H	"	Branch Metropolitan School of Art, Presentation Convent, Main Street.	..	..	..	90	..	41 4 8	41 4 8
	TYRONE:								
7138	Dungannon	Intermediate School, Royal School.	45	..	4 17 5	..	..	..	4 17 5
	WATERFORD:								
16,242	Ferrybank	Convent of the Sacred Heart of Mary	..	..	..	80	..	19 1 11	19 1 11
A6247	Waterford	School of Art, Savings Bank, O'Connell Street.	..	8	..	9	37	35 2 8 1 4 0	36 6 8
16,236	"	Ursuline Convent, St. Mary's, Ballytruckle	..	..	..	32	..	10 19 9	10 19 9
	WESTMEATH:								
6024	Athlone	St. Mary's Intermediate School, Gleeson Street, Ballymahon Road.	16	..	1 8 4	..	..	..	1 8 4
6019	"	Ranelagh School	39	..	49 7 6	..	..	..	49 7 6
	WEXFORD:								
6167	Enniscorthy	Loreto Convent, New Street	4	..	0 5 6	27	..	2 3 0	2 3 6
6138	Gorey	Loreto Abbey	..	..	..	34	..	11 12 6	11 12 6
16,102	Newtownbarry	St. Mary's Convent	..	..	..	32	..	13 17 6	13 17 6
6161	Wexford	Loreto Convent, Richmond House.	..	..	..	55	..	21 11 0	21 11 0
	WICKLOW:								
16,119	Bray	Loreto Convent	..	..	..	56	..	8 8 2	8 8 2
16,118	Wicklow	Dominican Convent	..	..	..	24	..	7 15 0	7 15 0
		Totals for Ireland	1,149	1,996	1,832 3 9	2 638	1,204	2,008 5 8	3,840 8 11
		Grand totals for England, Wales, and Ireland	66,021	109 227	204,628 11 9	53,898	70,925	74,538 13 7	279,167 5 4

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2. TABLE showing the NUMBER of STUDENTS under INSTRUCTION in SCHOOLS OF SCIENCE, and the Grants paid for the Sessions 1898–99 and 1899–1900.

School Number.	Place.	School.	Number of Students under Instruction.		Total Grant.		Grant per Head.	
			1898–99.	1899–1900.	1898–99.	1899–1900.	1898–99.	1899–1900.
					£ s. d.	£ s. d.	£	£
9094	Accrington	Municipal Technical School, Blackburn Road.	150	150	806 8 5	878 3 9	5·38	5·85
¶* 9194	Ashby-de-la-Zouch.	Grammar School, Leicester Road.	21	25	61 1 3	66 3 3	2·91	2·64
9017	Ashton-under-Lyne.	Albion School, Albion Street	52	68	224 2 4	322 13 10	4·30	4·75
¶ 9129	Bakewell	Lady Manners' School, Bath Street.	78	93	254 7 7	345 19 10	3·48	3·72
¶ 9058	Banbury	Municipal School, Marlborough Road.	71	66	335 19 –	292 9 2	4·78	4·43
*¶ 9217	Barnard Castle	North Eastern County School	—	153	—	404 8 5	—	2·64
9042	Barrow-in-Furness.	Higher Grade Board School, Duke Street.	218	231	825 2 1	989 19 10	3·87	4·29
¶ 9096	Basingstoke	Queen Mary's School, Worting Road.	43	30	124 3 1	157 11 5	2·88	5·25
¶ 9130	Bath	Technical School, High Street	167	152	715 12 1	687 9 9	4·28	4·52
¶ 9097	Batley	Grammar School	108	113	428 7 2	440 15 10	3·96	3·90
9038	Berkhamsted (Great).	King Edward VI. Grammar School.	71	72	304 19 5	304 18 4	4·29	4·23
9014	Birmingham	George Dixon Higher Grade Board School, Cozells Street.	130	154	326 1 1	586 15 4	2·50	3·81
9059	„	Higher Grade Board School, Waverley Road.	199	236	788 14 –	1,041 13 1	3·96	4·41
9172	„	Municipal Technical School, Suffolk Street.	153	197	747 3 1	875 16 4	4·88	4·44
¶ 9131	Bishop Auckland.	King James I. Grammar School, So. Church Lane.	24	24	112 9 6	78 3 6	4·68	3·27
9149	Blackburn	Public Higher Grade School, Montague Street.	57	48	143 – 4	126 9 6	2·50	2·63
¶ 9185	„	Grammar School, West Park Road.	52	56	185 10 7	183 – 1	3·56	3·27
9192	„	Municipal Technical School	71	89	232 3 1	205 4 7	3·26	2·31
9099	Blyth	Higher Grade School, Beaconsfield Street.	90	98	371 19 2	374 14 10	4·13	3·82
9041	Bolton	Central Higher Grade Board School, Great Moor Street.	340	359	1,871 6 8	1,896 13 3	5·50	5·28
* 9216	Borden (Sittingbourne).	Borden Grammar School	—	65	—	140 5 3	—	2·16
9032	Bradford	Grammar School, Manor Row	181	230	958 18 1	1,142 3 1	5·26	4·96
9040	„	Technical College	165	—	799 18 7	—	4·84	—
9132	„	Belle Vue Higher Grade Board School, Manningham Lane.	343	378	1,449 8 6	1,532 12 10	4·22	4·05
9150	„	Hanson Higher Grade Board School, Byron Street.	249	241	855 16 4	937 7 8	3·43	3·89
9013	Brighton	Higher Grade Board School, York Place.	388	369	1,619 13 3	1,597 17 4	4·17	4·33
9016	Bristol	Merchant Venturers' Technical College, Unity Street.	281	286	1,486 13 10	1,536 12 3	5·11	5·37
9100	„	Higher Grade and Technical School, Church Road, St. George.	180	189	945 18 4	1,032 17 9	5·25	5·46
9101	Bruton	Sexey's Trade School	73	70	385 6 8	429 3 6	5·27	6·13
¶ 9102	Burford	Grammar School, Church Green.	60	62	283 6 –	270 16 3	3·88	4·36
¶ 9195	Burnley	Grammar School, Bank Parade.	—	44	—	161 17 3	—	3·68
9103	Cambridge	Perse Grammar School, Hills Road.	67	62	225 9 3	229 14 10	3·36	3·71
9104	Canterbury	Simon Langton School, Whitefriars.	114	121	609 16 11	610 1 1	5·34	5·04

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2. Table showing the Number of Students under Instruction, &c.—*continued.*

School Number.	Place.	School.	Number of Students under Instruction.		Total Grant.				Grant per Head.	
			1898–99.	1899–1900.	1898–99.			1899–1900.	1898–99.	1899–1900.
					£ s. d.			£ s. d.	£	£
9043	Cardiff	Higher Grade Board School, Howard Gardens.	326	358	1,294	6	10	1,435 19 4	3·97	4·01
9133	Carlisle	Grammar School, Strand Road.	87	69	280	9	4	250 5 –	3·22	4·06
¶ 9105	Chelmsford	King Edward's Grammar School, Broomfield Road.	85	90	319	6	8	303 1 3	3·75	3·37
9075	Cheltenham	Grammar School, High Street	56	44	192	3	1	149 5 6	3·43	3·39
9044	Chester	Technical Day School, Grosvenor Museum, Grosvenor Street.	61	64	277	12	10	291 3 7	4·55	4·55
¶ 9076	Clay Cross	Higher Grade and Technical School, Market Street.	98	102	443	18	2	433 12 9	4·52	4·25
9211	Cork	Christian Brothers' College, St. Patrick's Place.	—	72	—			179 17 1	—	2·49
9033	Coventry	Bablake School, Coundon Road.	206	199	982	6	11	1,095 12 2	4·76	5·50
* 9077	Darlington	Grammar School, Vane Terrace.	71	72	225	4	9	218 18 1	3·17	3·04
9134	Darwen	Higher Grade Board School, Union Street.	75	73	225	–	11	357 19 11	3·00	4·90
9045	Derby	Higher Grade Board School	231	246	1,118	16	1	1,225 7 10	4·84	4·98
* ¶ 9167	Dorchester	Grammar School, South Street.	53	56	150	12	–	86 2 2	2·84	1·54
¶ 9106	Dronfield	Grammar School	39	38	127	3	–	127 11 10	3·26	3·36
¶ 9179	Dunmow	Countess of Warwick's Secondary and Technical School, Bigods.	26	33	79	12	4	128 16 1	3·06	3·90
¶ 9201	Elland	Grammar School, Westgate	—	37	—			86 10 9	—	2·33
¶ 9078	Farnham	Grammar School, West Street.	51	63	159	5	11	186 13 1	3·12	2·96
9135	Finchley	Board School, Long Lane	66	—	270	1	9	—	4·09	—
9188	Ferndale	Higher Grade Board School, North Street.	52	76	192	11	1	255 9 –	3·70	3·36
9011	Gateshead	Higher Grade Board School, Durham Road.	298	311	1,502	14	2	1,482 6 –	5·04	4·77
¶ 9193	Gillingham	Grammar School	—	31	—			89 16 10	—	2·90
9186	Gravesend	Municipal Technical School, Darnley Road.	49	82	227	17	10	394 7 10	4·65	4·81
9137	Grimsby (Great).	Wintringham Higher Grade Board School, Eleanor Street.	304	306	1,125	12	7	1,383 14 –	3·70	4·52
9019	Halifax	Higher Board School, Prescott Street.	296	298	1,574	3	7	1,664 4 6	5·31	5·58
9079	Hanley	Higher Grade Board School, Old Hall Street.	283	305	1,346	16	8	1,617 2 6	4·75	5·30
9151	Hartlepool	Henry Smith School *See also West Hartlepool.*	33	33	94	8	11	104 4 8	2·86	3·16
¶ 9061	Heanor	Technical School, Heanor Hall, Wilmot Street.	98	101	485	9	9	470 11 10	4·95	4·66
¶ 9175	Heckmondwike	Higher Board School, High Street.	178	170	643	19	11	779 13 1	3·61	4·58
¶ 9107	Horsham	Grammar School, Hurst Road	53	56	186	11	6	221 18 8	3·52	3·96
9004	Huddersfield	Technical College, Queen Street, South.	59	62	276	10	7	243 1 7	4·68	3·92
9080	„	College Higher Grade Board School, New North Road.	255	243	1,316	19	7	1,183 9 1	5·16	4·87
9038	Hull	Central Higher Grade Board School, Brunswick Avenue.	361	306	981	18	5	1,047 – 4	2·72	3·42
9081	„	Higher Grade Board School, Craven Street.	220	177	781	13	10	666 13 9	3·55	3·76
9138	„	Higher Grade Board School, The Boulevard.	249	209	1,043	6	5	1,042 16 4	4·21	4·99

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2. Table showing the Number of Students under Instruction, &c.—*continued.*

School Number.	Place.	School.	Number of Students under Instruction.		Total Grant.		Grant per Head.	
			1898–99.	1899–1900.	1898 99.	1899–1900.	1898–99	1899–1900.
					£ s. d.	£ s. d.	£	£
9018	Jarrow - on - Tyne.	Higher Grade Board School, Birch Street.	221	221	967 8 5	1,008 10 3	4·37	4·56
¶ 9000	Keighley -	Technical Institute, North Street.	140	136	715 10 7	707 8 -	5·11	5·22
¶ 9210	Kendal - -	Grammar School - - -	—	25	—	82 12 11	—	3·30
*¶ 9063	King's Lynn -	Municipal Technical School, London Road.	77	78	302 11 6	301 6 9	3·92	3·86
¶ 9168	Knaresborough	King James' Grammar School	48	45	133 13 11	160 4 2	2·78	3·56
9008	Leeds - -	Modern School, Rossington and Cookridge Streets.	207	238	1,000 16 6	1,016 1 2	4·83	4·26
9015	„ - -	Central Higher Grade Board School, Rossington Street, Woodhouse Lane.	708	730	3,730 8 3	3,663 6 1	5·26	5·02
9064	„ - -	Southern Higher Grade Board School, Bewerley Street.	187	169	784 12 1	795 15 2	4·19	4·70
9130	„ - -	Church Middle Class School, Vernon Road.	113	113	484 4 11	473 13 8	4·28	4·19
9037	Leicester -	Alderman Newton's Higher Grade Foundation School, St. Martin's.	218	220	1,263 8 10	1,388 19 7	5·79	6·31
9082	„ -	Wyggeston Boys' School, High Cross Street.	264	199	1,087 - 2	719 8 1	4·11	3.61
¶ 9183	Leyton - -	Technical Institute, Adelaide Road.	98	149	458 12 4	687 2 3	4·67	4·61
9065	Lincoln - -	School of Science and Art, Monk's Road.	62	61	300 11 6	267 4 10	4·84	4·38
9066	Liverpool -	Board School, Brae Street -	231	—	728 17 4	—	3·15	—
¶ 9109	„ -	The Liverpool Institute, Mount Street.	361	436	1,160 9 -	1,311 - 2	3·21	3·01
¶ 9199	„ -	St. Francis Xavier's College, 8, Salisbury Street.	-	65	—	201 6 2	—	3·10
* 9046	Llanelly -	Higher Grade Board School, Coleshill Terrace.	170	277	730 12 -	775 16 11	2·7	2·80
	LONDON:							
¶ 9084	Battersea -	Polytechnic Institute, Battersea Park Road.	188	216	528 - 9	704 10 3	2·80	3·26
¶ 9047	Bethnal Green	Parmiter's Foundation School, Approach Road.	145	124	484 7 5	437 0 11	3·34	3·52
¶ 9085	Camberwell -	Alleyn's School, Townley Road.	225	233	912 13 10	1,015 18 -	4·05	4·36
¶ 9111	Chelsea - -	St. Mark's College, Upper School, Fulham Road.	159	158	537 7 4	489 12 5	3·37	3·09
¶ 9112	„ - -	South Western Polytechnic, Manresa Road.	225	234	882 15 6	918 4 2	3·92	3·92
¶ 9035	„ (Detached).	Queen's Park College, Harrow Road.	139	120	455 2 6	451 7 11	3·27	3·76
¶ 9028	Deptford -	Addey and Stanhope School, New Cross Road.	193	249	657 14 11	927 - 8	3·40	3·72
9163	Greenwich -	Higher Grade Board School, Blackheath Road.	131	123	428 - -	433 2 7	3·26	3·52
9164	Islington -	Owen's School, Owen Street	283	286	1,350 6 8	1,056 11 3	4·77	3·69
*¶ 9140	Kensington -	Higher Grade School, Montpelier Street, Brompton.	—	76	—	181 8 11	—	2·38
9160	Limehouse -	Thomas Street Board School	77	—	108 - 4	—	1·40	—
¶ 9020	Marylebone -	Polytechnic, Young Men's Christian Institute, 309, Regent Street.	168	169	773 18 5	819 4 6	4·60	4·84
9114	„ -	Central Higher Grade Technical School, 63–4, High Street.	66	53	193 18 3	171 12 9	2·93	3·23

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2. Table showing the Number of Students under Instruction, &c.—*continued.*

School Number.	Place.	School.	Number of Students under Instruction.		Total Grant.		Grant per Head.	
			1898-99.	1899-1900.	1898-99.	1899-1900.	1898-99.	1899-1900.
					£ s. d.	£ s. d.	£	£
9025	Mile End	East London Technical College, People's Palace, Mile End Road.	489	509	2,217 18 4	2,460 11 7	4·53	4·83
9067	Plumstead	Higher Grade Board School, Blomfield Road.	146	146	527 3 4	485 4 3	3·61	3·32
¶ 9165	St. George-in-the-East.	Raines Foundation School (Boys), Cannon Street Road.	70	70	240 16 4	257 7 -	3·44	3·67
¶ 9068	St. Luke's	Central Foundation Boy's School, Cowper Street.	271	260	905 18 2	1,033 15 6	3·34	3·97
¶ 9113	St. Martin's	Archbishop Tenison's School, Leicester Square.	82	64	211 13 -	245 16 1	2·57	3·84
9048	St. Pancras	Higher Grade Board School, Medburn Street.	134	114	486 18 3	379 2 9	3·63	3·32
¶ 9086	„	William Ellis School, Alcroft Road, Haverstock Hill.	123	113	439 14 5	354 7 -	3·57	3·13
9177	„	Board School, Burghley Road, Kentish Town.	134	88	286 19 1	240 15 9	2·14	2·73
¶ 9161	Southwark	Borough Polytechnic Institute, Borough Road.	86	84	283 19 10	337 11 6	3·30	4·01
¶ 9115	Wandsworth	Technical Institute, High Street.	113	138	399 9 10	600 7 7	3·53	4·35
¶ 9110	Whitechapel	Central Foundation Girls' School, Spital Square.	133	123	469 9 -	439 17 9	3·40	3·57
¶ 9116	Loughborough	Grammar School, Burton Walks.	63	08	223 18 10	198 1 3	3·55	2·91
9197	Maidstone	Grammar School, Tonbridge Road.	—	28	—	91 17 9	—	3·28
9005	Manchester	Central Higher Grade Board School, Deansgate.	430	419	2,461 15 6	2,424 - 4	5·72	5·79
9006	„	Board School, Ducie Avenue	164	156	684 - 1	688 13 7	4·17	4·41
9007	„	Higher Grade Board School, Devonshire Street, Ardwick.	188	168	869 17 1	872 14 1	4·62	5·19
9009	„	Higher Grade Board School, Heath Street, Cheetham.	192	157	947 - 8	811 18 10	4·93	5·17
9087	„	Board School, Birley Street, Beswick.	114	96	594 7 -	514 13 7	5·21	5·36
9155	„	Higher Grade School, Waterloo Road.	55	50	241 13 4	230 16 10	4·39	4·62
9156	„	St. Margaret's Higher Grade School, Hulton Street, Moss Side.	89	119	398 12 8	488 16 2	4·47	4·10
9117	Mansfield	Brunt's Technical School, Woodhouse Road.	106	86	331 3 3	304 4 4	3·12	3·53
¶ 9088	Market Bosworth.	Grammar School - - -	41	38	135 1 11	83 7 8	3·29	2·19
¶ 9118	Merton - -	Rutlish School, Kingston Road.	103	105	515 17 3	493 13 11	5·00	4·70
9021	Middlesbrough	The High School - - -	83	88	467 1 11	498 15 9	5·62	5·66
9119	Nelson (Lancs.)	Municipal School of Science, Market Street.	146	118	590 11 1	482 4 4	4·04	4·27
9001	Newcastle-on-Tyne.	Rutherford College, Bath Lane.	326	337	1,702 14 9	1,649 17 11	5·22	4·89
9089	„ „	St. Cuthbert's Grammar School, Bath Lane.	72	72	297 19 3	269 10 5	4·13	3·74
9029	New Mills	Board School, Spring Bank -	73	70	311 17 7	284 15 8	4·27	4·07
9050	Norwich	Higher Grade Board School, Duke Street.	130	220	498 10 11	906 2 9	3·58	4·11
9141	„	Board School, Angel Road -	77	86	304 12 -	356 7 11	3·95	4·14
9003	Nottingham	High Pavement Higher Grade Board School, Stanley Road.	161	180	698 19 8	828 10 1	4·34	4·59
9034	„	Mundella Higher Grade Board School, The Meadows.	140	179	647 16 3	964 15 8	4·62	5·38
9051	„	People's College Higher Grade Board School, College Street.	138	142	591 15 8	522 - 5	4·28	3·67

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2. Table showing the Number of Students under Instruction, &c.—*continued.*

School Number.	Place.	School.	Number of Students under Instruction.		Total Grant.		Grant per Head.	
			1898-99.	1899-1900.	1898-99.	1899-1900.	1898-99.	1899-1900.
					£ s. d.	£ s. d.	£	£
9053	Oldham - -	Waterloo Higher Grade Board School, Hardy Street.	169	179	756 6 4	812 17 10	4·47	4·54
9180	„ - -	Hulme Grammar School, The Coppice.	86	92	323 6 3	387 14 5	3·75	4·21
¶ 9120	Oxford - -	City Technical School, Church Street.	55	62	246 18 10	267 8 9	4·48	4·31
¶ 9121	Peterafield -	Churcher's College, London Road.	53	48	216 9 4	194 3 9	4·08	4·05
9052	Plymouth -	Municipal Science, Art, and Technical Schools, Tavistock Road — Sec. A., Higher Grade Board School, Regent Street—Sec. B.	116	99	545 8 7	523 17 11	4·70	5·29
9181	Portsmouth -	Higher Grade Board School, Victoria Road North, Southsea.	137	150	500 14 -	699 16 10	3·65	4·67
¶ 9212	Quorn - -	The Rawlins Endowed School, Loughborough Road.	—	23	—	64 6 7	—	2·79
9122	Rastrick -	Grammar School, Ogden Lane.	64	68	229 10 10	230 - 2	3·58	3·65
9142	Redcar - -	Sir W. Turner's Grammar School, Coatham Road.	61	57	204 15 -	247 9 10	3·35	4·34
¶ 9143	Richmond -	County School, Kew Road -	81	96	342 3 4	407 17 9	4·22	4·24
¶ 9203	Ripon - -	Grammar School, Bishopton Close.	—	53	—	151 4 5	—	2·85
9091	Rochdale	Central Board School - -	162	151	682 7 11	616 19 -	3·90	4·09
9123	Rochester -	Sir J. Williamson's Mathematical School, High Street.	84	91	329 15 8	298 6 3	3·92	3·28
¶ 9207	Rotherham -	Grammar School, Moorgate -	—	80	—	194 2 2	—	2·42
9157	Runcorn -	The Institute, Waterloo Road.	98	84	299 5 6	331 - 9	3·05	3·94
9031	Salford - -	Board School, Grecian Street	98	89	449 3 10	376 16 10	4·58	4·23
9124	„ - -	Central Higher Grade Board School, Victor Street.	102	115	556 19 5	616 9 1	5·46	5·36
9054	Salisbury -	The Bishop's School, Exeter Street.	89	84	401 19 10	307 3 8	4·29	3·65
¶ 9198	Shaftesbury -	Grammar School, Salisbury Street.	—	33	—	132 3 8	—	4·01
9012	Sheffield -	Central Higher Grade Board School.	182	189	551 5 9	656 5 11	3·02	3·47
9200	„ - -	Royal Grammar School, Broomhall Park.	—	30	—	118 11 1	—	3·96
9159	Sherborne -	Foster's Endowed School, Hound Street.	30	32	133 - 2	146 16 5	4·43	4·59
9070	Southampton	Taunton's Trade School, New Road.	176	164	562 1 1	555 18 3	3·19	3·39
9125	Southend -	Technical School, Clarence Road.	136	138	823 7 1	814 13 -	6·05	5·90
9023	South Shields	St. John's Higher Grade School, St. John's Terrace.	48	50	191 11 11	219 11 4	3·99	4·39
9036	„ -	Higher Grade Board School, Westoe Road.	340	334	1,678 6 6	1,095 3 3	4·93	5·08
¶ 9026	Stockport -	Technical School, Wellington Road South.	96	110	546 1 5	594 11 6	5·68	5·41
* 9126	Stockton-on-Tees.	Grammar School, Norton Road.	42	51	137 19 1	165 16 6	3·28	3·25
9144	„ -	Higher Grade Board School, Nelson Terrace.	126	139	598 9 7	520 14 4	4·74	3·75
9049	Stratford -	Carpenter's Institute - -	191	191	804 15 5	771 18 -	4·21	4·04
9030	Sunderland -	Bede Higher Grade Board School, Grange Road.	241	264	1,232 16 8	1,252 13 1	5·11	4·74
¶ * 9208	Sutton - -	County School, Throwley Road.	—	41	—	81 19 7	—	1·99

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2. Table showing the Number of Students under Instruction, &c.—*continued.*

School Number.	Place.	School.	Number of Students under Instruction.		Total Grant.		Grant per Head.	
			1898–99.	1899–1900.	1898–99.	1899–1900.	1898–99.	1899–1900.
					£ s. d.	£ s. d.	£	£
9152	Swansea	Intermediate and Technical School, Mount Pleasant.	94	102	328 11 4	231 1 1	3·49	2·24
¶ 9071	Swindon	Swindon and North Wilts Technical School, Victoria Road.	57	111	320 4 6	618 19 11	5·61	5·58
¶ 9166	Thame	Lord Williams' Grammar School, Oxford Road.	27	26	109 3 9	88 15 4	4·04	3·41
9072	Todmorden	Board School, Roomfield Street.	86	93	384 19 8	530 14 2	4·47	5·70
9128	Tottenham	Bruce Grove Higher Grade Board School, Sperling Road.	121	153	619 19 6	632 15 6	5·12	4.13
9145	Towyn	County Intermediate School	50	50	229 2 7	218 8 –	4·58	4·36
¶ 9092	Uckfield	Grammar School, Church Street.	39	34	152 16 11	112 5 10	3·91	3·30
9146	Urmston	Higher Grade School, Wycliffe Road.	87	98	283 16 4	337 9 10	3·26	3·95
¶ 9039	Walsall	Technical Day School, Science and Art Institute, Bradford Place.	110	162	642 10 6	963 18 4	5·84	5·95
9056	Walthamstow	Monoux Grammar School, High Street.	92	96	334 7 5	362 13 –	3·63	3·78
¶ 9162	„	Technical School, Hoe Street	166	141	581 1 –	449 11 9	3·50	3·19
9190	Wantage	King Alfred's School, Portway.	35	38	130 12 8	126 19 10	3·73	3·34
¶ 9073	Watford	Endowed Schools, Derby Road.	84	86	316 15 6	329 16 5	3·77	3·84
9174	Wellington	West Somerset County School, South Street.	56	43	112 2 5	136 9 11	2·00	3·17
9060	West Hartlepool.	Municipal Technical College, Lauder Street.	162	171	715 13 10	919 19 9	4·41	5·38
9153	Widnes	Technical School, Victoria Square.	224	178	610 15 –	571 1 –	2·72	3·21
9209	Winchester	Peter Symonds School	—	47	—	180 10 1	—	3·84
9147	Winsford	Vordin Technical School, High Street.	62	52	195 4 4	198 2 6	3·14	3·71
¶ 9171	Witney	New Science Buildings, High Street.	32	32	92 7 3	120 5 9	2·88	3·75
9003	Wolverhampton.	Higher Grade Board School, Newhampton Road.	188	238	765 8 1	970 15 2	4·07	4·16
9182	„	Grammar School, Compton Road.	49	81	136 9 7	273 8 4	2·78	3·37
¶ 9170	Worcester	Victoria Institute, Sansome Walk.	52	75	231 5 8	327 6 11	4·44	4·36
¶ 9196	„	Royal Free Grammar School, The Tything.	—	79	—	298 7 2	—	3·77
9178	Workington	Higher Grade Board School, Guard Street.	91	109	372 12 9	502 16 11	4·09	4·61
* 9158	York	Archbishop Holgate's Grammar School, Lord Mayor's Walk.	72	91	238 11 6	279 18 6	3·31	3·07
9148	Ystrad-Rhondda.	Ystrad Higher Grade Board School, Pentre.	56	74	195 19 4	260 1 –	3·49	3·51
		Totals	23,450	24,639	98,849 12 4	105,620 14 10	4·20	4·28

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3. List of Schools of Art, showing the Number of Students under Instruction, and the Grants made by the Board in the Session 1899-1900.

School No.	Town.	Number of Students under Instruction.		Grant.		
		Day.	Evening.	£	s.	d.
2009	Accrington	13	245	316	14	4
1403	Andover	13	38	41	14	3
2026	Ashton-under-Lyne	27	222	270	0	6
4730	Aston	177	257	339	19	9
3810	Banbury	14	35	113	9	11
5114	Barnsley	12	206	117	13	2
803	Barnstaple	87	122	99	8	0
2041	Barrow-in-Furness	32	138	148	8	8
4001	Bath	203	114	269	13	4
5124	Batley	—	111	76	6	6
6330	Belfast	102	287	290	17	10
	With branch at—					
6361	Victoria College	80	—	9	12	4
3605	Berwick-on-Tweed	18	86	162	12	4
807	Bideford	71	80	78	16	0
4108	Bilston	26	76	80	0	5
5120	Bingley	20	86	130	5	10
403	Birkenhead	39	89	162	11	3
4744	Birmingham	540	837	1,807	9	7
	With branches at—					
4744G	Balsall Heath	10	336	124	10	3
4744D	Paradise Street, Ratcliffe Place	347	—	159	4	2
4746	Clark Street	—	131	33	14	0
4703	Cowper Street	—	109	34	2	0
4744C	Dudley Road	—	224	81	6	7
4709	Ellen Street	—	100	45	1	10
4744F	Harborne	—	84	53	15	0
4744A	Hope Street	—	260	99	13	6
4747	Jenkins Street	—	236	67	6	6
4744B	Lingard Street	—	175	40	15	1
4749	Chandos Road	—	134	48	4	6
4786	Saltley	—	101	49	17	0
4748	Smith Street	—	129	71	7	5
4744E	Grace Road	—	104	55	10	4
4750	Vittoria Street	—	466	233	3	11
2063	Blackburn	70	280	223	6	9
1451	Bournemouth	47	203	237	4	7
1418	Bournemouth (East)	36	270	220	19	1
5129	Bradford (Church Institute)	5	141	121	0	0
5138	„ (Grammar School)	163	29	145	18	7
5133	„ (Mechanics' Institute)	30	136	221	4	10
5150	„ (Technical College)	86	160	613	5	11
4011	Bridgwater	94	110	154	10	1
1004	Bridport	28	45	65	6	11
4603	Brighton	146	215	399	6	3
1302	Brimscombe	24	70	37	13	9
1315	Bristol (Kensington House)	83	103	461	14	8
1307	„ (Merchant Venturers' School, Technical College)	58	—	157	16	4
1310	„ (Queen's Road)	148	179	419	0	8

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School No.	Town.	Number of Students under Instruction.		Grant.		
		Day.	Evening.			
	Bristol, with branches at—			£	*s.*	*d.*
1310E	Bedminster	—	26	10	18	0
1310J	Bishop Road	—	—	0	18	2
1310F	Castle Green	—	—	6	14	2
1307J	Fairfield Road	—	48	1	16	0
1310K	" "	—	—	26	1	1
1310B	Fishponds, Dr. Bell's School	—	22	7	4	6
1305C	St. George Higher Grade School	—	11	15	15	0
1307H	" " "	—	—	1	16	0
1310H	" " "	—	—	0	13	5
1307D	St. Lawrence Parish Room	—	—	6	9	0
1310D	" "	—	39	41	12	1
1310L	Unity Street	—	39	19	9	5
1805	Bromley	33	79	73	0	5
	With branch at—					
1805B	St. Luke's Institute	—	28	8	8	9
5005	Bromsgrove	105	120	58	6	1
2104	Burnley	42	388	426	16	3
4116	Burslem	25	196	302	5	6
4120	Burton-on-Trent	10	82	136	7	0
2119	Bury	14	100	86	15	2
507	Camborne	45	87	113	7	5
304	Cambridge	40	46	90	5	5
1818	Canterbury	50	81	184	15	11
5614	Cardiff	60	249	301	18	5
604	Carlisle	122	74	230	19	3
5619	Carmarthen	44	92	74	10	8
1813	Chatham	6	91	56	13	4
1335	Cheltenham	36	146	215	15	11
405	Chester	40	108	218	14	0
742	Chesterfield	22	74	147	19	11
3901	Coalbrookdale	4	69	85	18	6
	With branches at—					
3901B	Broseley	—	17	4	1	6
3901K	Dawley	—	26	4	18	4
3901D	Ironbridge	—	26	5	3	11
3901H	Jackfield	—	28	3	5	7
3901F	Madeley	—	14	0	18	9
3901G	Much Wenlock	—	13	2	4	1
1256	Colchester	214	45	185	16	6
6209	Cork	65	146	260	2	2
	With branches at—					
6209G	Blackrock	33	—	14	2	3
6209V	Clonakilty	28	—	43	6	4
6209H	Cork, St. Vincent's Convent	79	—	81	2	11
6209R	Dunmanway	54	—	75	5	5
6209D	Kinsale	45	—	73	18	2
14701A	Coventry	32	81	102	18	2
458	Crewe	60	94	122	10	0
4249	Darlaston	8	61	66	4	7
1104	Darlington	40	240	167	11	0
2147	Darwen	—	125	87	1	0
2151A	Denton	4	25	10	5	2
707	Derby	142	267	408	8	0
4953	Devizes	22	72	50	11	2
836	Devonport	78	82	168	17	6
5178	Dewsbury	45	93	206	15	1
5179	Doncaster	24	128	109	0	8

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School No.	Town.	Number of Students under Instruction.		Grant.
		Day.	Evening.	
				£ s. d.
1005	Dorchester	29	45	59 3 6
1842	Dover	152	214	320 15 0
6111	Dublin	146	280	—
	With branch at—			
6111H	Thurles (Tipperary)	90	—	41 4 7
5017	Dudley	16	230	206 10 1
	With branch at—			
5017A	Netherton	—	38	10 17 4
1109	Durham	75	48	72 14 1
4629	Eastbourne	44	62	150 1 7
4427	Epsom	15	39	58 5 5
841	Exeter	20	238	215 14 9
4446	Farnham	55	31	71 5 1
4230	Fenton	9	75	65 19 3
1854	Folkestone	52	93	134 5 11
4017	Frome	9	26	50 15 7
1118	Gateshead	22	142	144 8 11
1340	Gloucester	160	150	266 6 0
4414	Godalming	36	57	63 17 2
1907	Gravesend	39	80	198 15 4
2722	Grimsby	39	42	68 16 7
5210	Halifax	29	324	416 9 0
4104	Handsworth	26	160	232 7 9
4141	Hanley	20	210	220 10 4
5221	Harrogate	67	135	89 10 7
4611	Hastings and St. Leonards	36	92	167 0 5
1501	Hereford	38	46	71 11 10
1623	Hertford	27	60	77 7 0
2178	Heywood	14	33	115 16 9
202	High Wycombe	—	70	46 16 3
4619	Horsham	18	68	63 1 11
5254	Huddersfield	249	184	176 7 9
5275	Hull	88	90	328 6 2
409	Hyde	22	149	115 17 11
4306	Ipswich	68	93	243 15 0
5296	Keighley	122	170	250 5 6
	With branch at—			
5295	Ingrow	—	9	9 4 7
4801	Kendal	6	68	98 16 8
5030	Kidderminster	139	318	357 17 2
	With branches at—			
5004	Bewdley	—	63	32 18 7
5030B	Stourport	—	29	6 1 8
4593	Kingston-on-Thames	27	131	95 8 10
2190	Lancaster	100	245	326 3 3
4770	Leamington	81	77	112 2 5
5316	Leeds	410	399	1,045 19 1
4148	Leek	43	59	89 19 0
2614	Leicester (The Newarke)	390	500	687 3 0
2618	,, (Wyggeston's Hospital)	149	36	134 1 7
4613	Lewes	35	50	64 5 4
6233	Limerick	30	62	41 0 8
2737	Lincoln	52	93	310 17 0

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School No.	Town.	Number of Students under Instruction.		Grant.
		Day.	Evening.	
				£ s. d.
413	Liscard	33	128	169 0 11
517	Liskeard	10	35	46 7 1
2213A	Liverpool	292	272	587 3 7
	LONDON (District and Suburban Schools):			
4405	Battersea (Polytechnic)	33	118	200 17 4
1947	Blackheath (Lee Road)	220	95	339 17 8
2831	Bloomsbury (Royal Female School of Art).	115	17	217 11 9
1805	Bromley (Kent)	33	79	73 0 5
	With branch at—			
1805B	St. Luke's Institute	—	28	8 8 9
4478	Camberwell (School of Arts and Crafts).	34	197	81 7 2
2861	Chancery Lane (Birkbeck Institute).	91	178	435 6 11
3215	Chelsea (S.W. London Polytechnic Institute).	157	220	69 10 10
2872	Chiswick	32	122	116 9 0
4581	Clapham	64	54	255 11 4
2884	Clapton and Stamford Hill	43	32	86 5 8
4440	Croydon	84	177	251 2 3
2956	Hammersmith	96	178	371 16 1
3178	Holloway (Camden School)	112	98	433 16 10
2944	Hornsey	102	94	355 11 1
2993	Kingsland (North London School of Art).	33	101	300 16 5
4460	Lambeth	185	219	187 9 7
1270	Leyton	35	114	92 16 3
3025	Mile End (People's Palace)	29	128	146 19 0
1974	New Cross (Goldsmiths' Institute).	164	237	505 17 8
4513	Putney	54	92	286 16 -
3169	Regent Street (Polytechnic)	546	523	666 17 7
4482	Richmond (Halford House)	85	96	230 19 2
3091	St. Martin's	34	130	157 15 10
7202P	St. Pancras	—	74	89 - 1
3204	Tottenham	36	82	98 9 4
1252	Walthamstow (Essex)	46	50	258 8 1
1223	West Ham (Essex)	—	95	101 13 9
3144	Westminster	252	93	173 2 11
1973	Woolwich	45	52	107 0 6
6916	Londonderry	140	154	221 11 2
4153	Longton	10	147	136 16 4
4311	Lowestoft	97	94	—
1378	Lydney	100	104	91 6 4
411	Macclesfield	36	227	292 4 1
117	Maidenhead	42	46	100 7 5
1872	Maidstone	25	140	194 8 10
5033	Malvern (Great)	17	68	88 3 7
2258D	Manchester (Cavendish Street)	949	345	1,355 19 6
	With branches at—			
2258B	Newton Heath	5	35	44 19 2
2258F	Textile Branch, Municipal Technical School, Peter Street.	*	*	23 8 10

* Not shown separately, included with 2258, Manchester Municipal Technical School.

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School No.	Town.	Number of Students under Instruction.		Grant.		
		Day.	Evening.	£	*s.*	*d.*
2262	Manchester (Grammar School)	974	65	387	9	6
3705	Mansfield	8	96	57	7	7
1982	Margate	24	77	117	14	1
2301	Morecambe	25	85	48	7	8
2309	Nelson	12	106	201	12	0
3707	Newark-on-Trent	10	56	68	2	6
	With branch at—					
3707A	Bailey's Rooms, Kirkgate	—	47	52	19	4
3621	Newcastle-on-Tyne (Durham College of Science).	88	162	353	19	2
3650	Newcastle-on-Tyne (Rutherford College).	22	274	267	0	10
4154	Newcastle-under-Lyme	12	100	143	13	10
3308	Newport (Mon.)	27	125	128	4	9
	With branch at—					
3308B	Free Library, Temple Street	—	24	0	8	0
3515	Northampton	53	224	254	8	9
467	Northwich	23	128	182	19	5
3409	Norwich	94	191	225	15	6
3717	Nottingham	120	368	653	3	2
	With branches at—					
3717A	Brierley Street Board School	—	35	24	0	7
3717D	Old Basford, Southwark Board School.	—	13	11	9	11
3717C	St. Ann's Well Road	—	37	25	8	9
3717E	New Basford, Higher Grade Board School, Stanley Road.	—	24	28	7	4
2321	Oldham	188	149	313	7	10
3906	Oswestry	46	190	134	10	1
3821	Oxford	74	164	91	19	6
871	Paignton	20	57	58	3	0
7306	Penarth	116	43	70	4	4
325	Penzance	23	78	75	10	10
3551	Peterborough	46	173	285	13	11
	With branches at—					
336	Chatteris	20	60	34	15	2
1710	Ramsey	—	35	8	7	3
1710A	Warboys	—	8	7	16	6
870	Plymouth (Princess Square)	96	116	307	6	2
953	,, (Tavistock Road)	70	117	323	0	6
1022	Poole	12	120	134	16	11
	With branch at—					
1022A	Parkstone	21	10	8	2	9
1412	Portsmouth	52	136	124	13	4
2365	Preston	64	312	265	18	11
101	Reading	62	226	183	9	7
5052	Redditch	15	40	83	12	7
4494	Redhill	17	75	63	10	3
528	Redruth	15	74	73	5	9
2395	Rochdale	24	184	186	5	9
1940	Rochester	30	121	121	1	3
5385	Rotherham	11	97	61	0	1
436	Runcorn	7	63	50	18	6
1415	Ryde (I.W.)	33	76	80	5	9

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School No.	Town.	Number of Students under Instruction.		Grant.		
		Day.	Evening.	£	*s.*	*d.*
1609	St. Albans	72	67	84	17	11
2406	Salford	76	177	309	11	11
4913	Salisbury	21	90	148	8	6
5402	Scarborough	45	90	271	13	6
5408	Selby	9	80	77	12	3
5427	Sheffield	115	381	774	17	10
5395	Shipley	108	113	244	2	9
5491	Skipton	21	104	102	2	3
1417	Southampton (Hartley Institute)	200	110	271	15	11
1422	" (Philharmonic Hall)	21	59	79	19	8
1243	Southend	25	98	133	11	6
2590	Southport	51	159	278	12	6
11,151	South Shields	106	84	153	19	4
4168	Stafford	95	128	194	10	8
445	Stockport	25	443	225	18	8
4173	Stoke-on-Trent	8	150	203	2	5
5060	Stourbridge	35	81	125	14	4
	With branch at—					
5060C	Lye	75	62	93	5	9
1350	Stroud	37	135	288	6	8
1141	Sunderland	29	367	203	14	1
5667	Swansea	15	270	231	19	11
4947	Swindon	109	135	187	0	8
4032	Taunton	53	23	17	19	11
887	Tavistock	38	77	89	1	7
939	Teignmouth	80	163	141	11	1
899	Tiverton	20	107	96	14	11
15,130D	Todmorden	118	105	188	19	6
890	Torquay	—	49	58	11	7
4925	Trowbridge	35	119	117	11	9
545	Truro	8	137	217	5	0
4182	Tunstall	—	264	245	1	3
5471	Wakefield	34	402	235	12	2
4188	Walsall	28	88	129	18	5
2471	Warrington	24	73	54	9	8
4737	Warwick	9	37	36	6	8
6247	Waterford	18	74	117	6	9
1613	Watford	83	355	485	2	8
4206	West Bromwich					
	With branches at—					
4206C	Blacklake School	—	97	81	11	1
4206B	Spon Lane School	—	134	78	4	0
11,177	West Hartlepool	90	53	106	5	4
4048	Weston-super-Mare	46	58	72	11	10
1013	Weymouth	18	67	79	1	7
1426	Winchester	99	104	140	10	5
473	Winsford	14	136	108	8	10
4215	Wolverhampton	56	172	322	6	3
5071	Worcester	129	352	271	10	2
4237	Wordsley	7	101	139	1	7
4623	Worthing	24	74	106	8	6
7316	Wrexham	52	65	126	11	0
3416	Yarmouth (Great)	98	83	154	9	1
5496	York (Institute, Clifford Street)	88	178	211	5	4
5494	York (St. Leonard's Place)	55	235	407	12	7
	TOTALS { Schools / Branch Schools	17,506	35,244	48,360	17	6

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4. TABLE showing the AMOUNTS paid to COUNTY ORGANIZATIONS recognised under Section VII. of the Directory as responsible for Science and Art Instruction within their respective Areas.

Name of Organisation.	Amount of Grant.		
	Science.	Art.	Total.
	£. s. d.	£. s. d.	£. s. d.
County Councils:			
Bedford	219 6 5	106 17 0	326 3 5
Cambridge	12 8 3	21 3 0	33 11 3
Cumberland	521 16 11	386 15 10	908 12 9
Derby	929 12 7	563 6 1	1,492 18 8
Dorset	124 3 7	153 7 0	277 10 7
Durham	1,415 18 3	529 15 8	1,945 13 11
Essex	601 9 2	546 15 11	1,148 5 1
Hampshire	227 10 5	722 9 10	950 0 3
Hereford	25 0 3	102 6 9	127 7 0
Hertford	305 1 2	435 4 2	740 5 4
Lancashire	685 4 7	364 10 5	1,049 15 0
Leicester	650 13 4	185 0 10	835 14 2
London	16,616 5 2	5,215 6 6	21,831 11 8
Middlesex	614 1 6	962 16 9	1,576 18 3
Norfolk	498 14 8	149 19 1	648 13 9
Northumberland	312 7 3	246 11 0	558 18 3
Nottingham	124 16 5	109 8 8	234 5 1
Oxford	934 17 6	166 6 3	1,101 3 9
Somerset	239 10 6	219 1 2	458 11 8
Stafford	317 13 8	351 14 6	669 8 2
Suffolk (East)	93 11 1	70 15 11	164 7 0
Surrey	1,842 16 4	726 10 2	2,569 6 6
Sussex (East)	143 19 6	221 7 10	365 7 4
Sussex (West)	246 1 0	171 17 6	417 18 6
Westmoreland	214 14 7	146 0 7	360 15 2
Wiltshire	1,676 16 2	786 8 8	2,463 4 10
Yorkshire (West Riding)	6,867 14 7	2,869 14 8	9,737 9 3
County Borough Councils:			
Bath	787 11 4	275 1 0	1,062 12 4
Birkenhead	561 19 7	204 13 11	766 13 6
Blackburn	391 17 6	243 11 9	635 9 3
Bolton	924 1 4	132 11 0	1,056 12 4
Booth	320 4 0	17 17 9	338 1 9
Brighton	673 18 6	565 16 4	1,239 14 10
Burnley	568 6 11	426 16 3	995 3 2
Devonport	615 10 0	168 17 6	784 7 6
Gloucester	690 18 6	266 6 0	957 4 6
Halifax	599 18 2	416 9 0	1,016 7 2
Hastings	334 13 2	167 – 5	501 13 7

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4. TABLE showing the Amounts paid, &c.—*continued.*

Name of Organisation.	Amount of Grant.		
	Science.	Art.	Total.
County Borough Councils: *continued.*	£. s. d.	£. s. d.	£. s. d.
Kesteven	199 9 3	146 10 3	345 19 6
Kingston-on-Hull	966 16 8	348 17 2	1,315 13 10
Lindsey	16 10 0	55 16 1	72 6 1
Liverpool	1,758 7 6	847 17 7	2,606 5 1
Manchester	1,829 12 2	—	1,829 12 2
Nottingham	401 17 2	742 9 9	1,144 6 11
Oxford	408 15 3	101 1 9	509 17 0
Portsmouth	1,196 10 0	169 17 4	1,366 7 4
St. Helen's	527 19 4	128 16 3	656 15 7
Salford	985 4 10	309 11 11	1,294 16 9
Stockport	495 14 6	225 18 8	721 13 2
Walsall	1,280 0 7	241 1 6	1,521 2 1
West Bromwich	361 7 10	644 17 9	1,006 5 7
Worcester	792 4 2	271 10 2	1,063 14 4
Totals	54,151 13 1	23,650 18 10	77,802 11 11

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5. RETURN showing the TOTAL AMOUNT of AID granted to ELEMENTARY SCHOOLS, TRAINING COLLEGES, SCIENCE and ART SCHOOLS and CLASSES, and to TECHNICAL SCHOOLS (Ireland), in respect of the Session 1st August 1899 to 31st July 1900.

—	SCIENCE.				ART.				TECHNICAL INSTRUCTION.
	1. Direct Payments.	2. Aid towards Cost of Apparatus and Fittings (Ireland).	3. Cost of Prizes.	4. Total Aid for Science.	1. Direct Payments.	2. Aid towards Cost of Examples and Fittings (Ireland).	3. Cost of Prizes.	4. Total Aid for Art.	Grants in Aid (Ireland).
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1. Elementary Day Schools — Drawing	—	—	—	—	2,074 5 -	—	—	2,074 5 -	—
1. Elementary Day Schools — Manual Instruction	—	—	—	—	98 19 10	—	—	98 19 10	—
2. Evening Continuation Schools	—	—	—	—	3,368 13 3	—	—	3,368 13 3	—
3. Training Colleges under inspection	8,943 13 6	—	—	8,943 13 6	1,868 15 -	—	—	1,868 15 -	—
4. Schools of Science and Science Classes	204,606 3 -	62 7 11	236 - -	204,904 10 11	—	—	—	—	—
5. Schools of Art, Art Classes, and Science Schools (for Art Works)	—	—	—	—	74,680 4 -	14 15 -	1,522 9 4	76,217 8 4	—
6. Technical Schools (Ireland)	—	—	—	—	—	—	—	—	3,043 19 3
Grand totals for 1899–1900	213,549 16 6	62 7 11	236 - -	213,848 4 5	82,090 17 1	14 15 -	1,522 9 4	83,628 1 5	3,043 19 3

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6. TABLE showing the NUMBER of PERSONS under INSTRUCTION in SCIENCE, ART, ELEMENTARY DRAWING, MANUAL INSTRUCTION, and TECHNICAL INSTRUCTION (Ireland only) in the Years 1891 to 1900.

——	1891.	1892.	1893.	1894.	1895.	1896.	1897.	1898.	1899.	1900.
1. In Elementary Day Schools { Drawing	1,156,746	1,956,049	2,062,449	2,123,675	2,192,253	2,268,279	2,286,431	1,470,902	31,231	26,634
1. In Elementary Day Schools { Manual Instruction	2,568	8,905	17,875	30,096	67,470	85,220	106,423	73,311	469	290
2. In Evening Continuation Schools	13,594	18,103	18,497	31,636	37,460	40,459	51,633	50,971	—	—
3. In Training Colleges for Elementary Teachers { Science	3,766	3,730	4,053	4,253	4,472	4,733	4,865	4,450†	4,245†	4,495†
3. In Training Colleges for Elementary Teachers { Art	3,628	4,016	4,145	4,697	4,738	4,759	4,576	3,932†	3,843†	4,192†
4. In Science Schools	148,408	180,410	198,431	180,686	190,386	194,354	197,796	158,870†	174,670†	167,180
5. In Schools of Art and Art Classes	100,031	115,848	135,807	136,324	136,768	146,198	146,720	120,771†	130,126†	125,281†
6. Science Teachers in Training at the Royal College of Science, London, and Assisted Students at Provincial Science Colleges	368	400	392	378	359	333	305	228†	258†	210†
7. Students in Training, and National Scholars at the Royal College of Art	56	56	58	56	54	56	56	55	56	59
8. Teachers and Students from Provincial Schools attending Summer course of instruction in the Royal College of Art and South Kensington Museum	55	108	87	96	96	96	96	115	120	115
9. In Schools examined but not aided by Grants { Science	2,820	2,754	2,522	2,084	3,018	1,880	2,057	3,424†	1,720†	4,503†
9. In Schools examined but not aided by Grants { Art	3,656	4,050	4,485	4,438	4,314	4,139	4,265	5,147†	3,009†	4,629†
10. In Technical Schools (Ireland) { Technical Instruction	—	—	—	—	—	2,027*	2,503	2,785	2,281	3,100
TOTALS { Science	155,362	187,294	200,898	187,351	198,285	201,450	205,023	166,472†	180,898†	176,388†
TOTALS { Art	1,280,334	2,107,135	2,243,403	2,331,008	2,448,158	2,549,201	2,682,846	1,718,213	168,855	161,150†
TOTALS { Technical Instruction (Ireland)	—	—	—	—	—	2,027	2,503	2,785	2,281	3,100

* This was the first year in which a return was made.

† These figures do not include the returns for Schools in Scotland.

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7. Table showing the NUMBER of STUDENTS under INSTRUCTION in SCIENCE and ART, and the Grants paid from 1 1 to 1900.

Year.	Science.		Art.		Total Grants.
	Number under Instruction.	Grants.	Number under Instruction.	Grants.	
		£ s. d.		£ s. d.	£ s. d.
1891 - - - -	148,408	102,570 11 6	100,031	43,785 2 8	146,355 14 2
1892 - - - -	180,410	123,647 19 1	115,848	48,647 14 9	172,295 13 10
1893 - - - -	193,431	130,009 0 2	135,807	52,523 6 1	182,532 6 3
1894 - - - -	180,686	140,390 15 1	136,324	56,746 3 4	197,136 18 5
1895 - - - -	190,896	141,745 2 7	136,768	60,523 15 7	202,268 18 2
1896 - - - -	177,700	157,916 15 9	146,193	73,222 7 9	231,139 3 6
1897 - - - -	198,957	172,494 12 4	146,720	79,716 17 5	252,211 9 9
1898 - - - -	158,370	169,522 19 3	130,771	72,178 13 8	241,701 12 11
1899 - - - -	174,670	195,491 1 4	130,126	77,794 10 6	273,285 11 10
1900 - - - -	167,180	204,606 3 0	125,281	74,680 4 0	279,286 7 0

The figures for 1898 1899 and 1900 do not include the statistics for schools in Scotland.

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8. Results of Examinations in Science in 1899 and 1900.

Table A.—Giving General Statistics of Examinations in Schools of Science and Science Classes.

		1899.	1900.
Schools recognised by the Department as eligible for grants		2,056*	1,986*
Classes in the same		12,580*	13,255*
Individuals under instruction in the same		174,670*	167,180*
Of whom there came up for examination		80,889*	82,160*
Individuals examined in addition to the above: Students of schools ineligible for grants; self-taught students; and students in schools in Scotland		23,611	22,525
Papers worked in:—			
Subject.			
I.	Practical Plane and Solid Geometry	12,652	11,628
II.	Machine Construction and Drawing	13,358	12,976
III.	Building Construction	9,136	9,238
IV.	Naval Architecture	873	1,036
	Elementary Practical Mathematics	212	340
V.	Mathematics	24,158	23,059
VI.A	Theoretical Mechanics (Solids)	3,798	3,562
VI.B	,, ,, (Fluids)	1,563	1,581
VII.	Applied Mechanics	3,633	3,598
VIII.	Sound, Light, and Heat (Elementary Stage)	2,217	2,112
VIII.A	Sound (Advanced Stage and Honours)	298	283
VIII.B	Light ,, ,, ,,	331	312
VIII.C	Heat ,, ,, ,,	1,116	1,058
IX.	Magnetism and Electricity	8,041	7,030
X.	Inorganic Chemistry	15,468	15,071
	,, ,, (Practical)	10,378	10,226
XI.	Organic Chemistry	881	836
	,, ,, (Practical)	825	714
XII.	Geology	769	631
XIII.	Mineralogy	148	151
XIV.	Human Physiology	5,946	5,281
XV.	General Biology	161	122
	,, ,, (Section I.)	101	73
XVI.	Zoology	68	55
XVII.	Botany	2,780	2,650
XVIII.	Principles of Mining	2,425	2,341
XIX.	Metallurgy	445	463
	,, (Practical)	391	370
XX.	Navigation	233	191
XXI.	Nautical Astronomy	124	136
XXII.	Steam	3,671	3,585
XXIII.	Physiography	16,702	16,946
	,, (Section I.)	4,706	4,233
XXIV.	Principles of Agriculture	882	725
XXV.	Hygiene	8,126	8,666
	Total number of Papers worked	156,616	151,279

* These figures do not include statistics relating to Schools in Scotland.

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TABLE A.—GIVING GENERAL STATISTICS OF EXAMINATIONS IN SCIENCE SCHOOLS—*cont.*

	1899.		1900.	
	Day.	Evening.	Day.	Evening.
Provincial Centres where Examinations were held	612	1,474	606	1,546
Metropolitan Centres where Examinations were held	85	90	83	81
Papers in the Elementary Stage	113,846		106,798	
1st Class successes	35,668		29,648*	
2nd „ „	35,483		33,962	
Failures	42,695		43,188	
Papers in the Advanced Stage	39,888		41,243	
1st Class successes	5,651		5,362	
2nd „ „	20,786		21,036	
Failures	13,451		14,845	
Papers in Honours	2,882		3,238	
Passes (Honours not divided into parts)	43		33	
Failures „ „	147		131	
1st Class successes (Part II.)	20		34	
2nd „ „ „	55		70	
Failures „	93		280	
Passes (Part I.)	843		774	
Failures „	1,681		1,916	
Total Papers worked	156,616		151,279	
Total Successes	98,549		90,919	
Total Failures	58,067		60,360	

* This number includes 4,233 passes in Section I. of Subject XXIII. Physiography; and 73 passes in Section I. of Subject XV. General Biology.

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TABLE B.—GIVING THE DETAILS OF SUCCESSES AND FAILURES IN EACH STAGE OF EACH SUBJECT.

The figures in italics relate to the examinations in the previous year, 1899.

Subjects.	Advanced Stage.				Elementary Stage.			
	1st Class.	2nd Class.	Failures.	Total.	1st Class.	2nd Class.	Failures.	Total.
I. Practical Plane and Solid Geometry	199 *106*	391 *424*	541 *708*	1,131 *1,238*	3,375 *2,076*	3,403 *3,147*	3,629 *6,090*	10,407 *11,313*
II. Machine Construction and Drawing	597 *575*	1,661 *1,624*	1,315 *1,109*	3,573 *3,308*	2,338 *1,335*	2 274 *2,261*	4,477 *4,221*	9,089 *9,815*
III. Building Construction	440 *375*	2,032 *1,838*	398 *542*	2,870 *2,755*	1,622 *1,760*	1,939 *2,019*	2,205 *2,078*	5,766 *5,857*
IV. Naval Architecture	48 *40*	214 *169*	95 *73*	357 *282*	266 *235*	156 *132*	96 *90*	518 *457*
Elementary Practical Mathematics	— —	— —	— —	— —	101 *62*	94 *70*	145 *80*	340 *212*
V. Mathematics	See following Table.							
VIA. Theoretical Mechanics (Solids)	95 *58*	331 *327*	359 *414*	785 *799*	650 *892*	1,054 *1,000*	1,073 *1,107*	2,777 *2,999*
VIB. „ „ (Fluids)	35 *67*	160 *172*	82 *63*	277 *302*	493 *534*	391 *365*	382 *528*	1,266 *1,247*
VII Applied Mechanics	160 *100*	414 *531*	323 *252*	897 *883*	375 *889*	1,059 *1,286*	1,168 *489*	2,602 *2,664*
VIII. Sound, Light and Heat (Elementary Stage)	— —	— —	— —	— —	414 *529*	574 *624*	1 124 *1,064*	2,112 *2,217*
VIIIA Sound (Advanced Stage)	21 *29*	125 *165*	93 *69*	239 *263*	— —	— —	— —	— —
VIIIB. Light „	15 *71*	103 *155*	153 *86*	271 *312*	— -	— —	— —	— —

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Details of Successes and Failures - *continued.*

Subjects.	Advanced Stage.				Elementary Stage.			
	1st Class.	2nd Class.	Failures.	Total.	1st Class.	2nd Class.	Failures.	Total.
VIIIc. Heat (Advanced Stage)	81 *74*	393 *512*	536 *483*	1,010 *1,069*	— —	— —	— —	— —
IX. Magnetism and Electricity	305 *188*	930 *1,015*	818 *902*	2,053 *2,105*	1,801 *1,538*	1,684 *1,854*	1,465 *2,465*	4,900 *5,857*
X. Inorganic Chemistry	238 *441*	1,653 *1,855*	2,238 *1,813*	4,129 *4,109*	3,232 *4,040*	3,270 *3,734*	4,142 *3,389*	10,644 *11,163*
X. „ „ (Practical)	302 *424*	1,372 *1,969*	2,204 *1,484*	3,878 *3,717*	1,178 *1,765*	1,748 *2,072*	2,957 *2,355*	5,883 *6,192*
XI. Organic Chemistry	18 *17*	154 *145*	75 *93*	247 *235*	158 *161*	186 *155*	217 *297*	561 *613*
XI. „ „ (Practical)	62 *90*	77 *78*	54 *42*	193 *210*	178 *167*	180 *169*	141 *225*	449 *561*
XII. Geology	42 *83*	93 *96*	23 *16*	158 *195*	147 *208*	195 *184*	81 *136*	423 *528*
XIII. Mineralogy	7 *10*	32 *24*	6 *10*	45 *44*	26 *53*	33 *36*	44 *14*	103 *103*
XIV. Human Physiology	218 *124*	946 *888*	413 *531*	1,577 *1,543*	978 *1,185*	1,595 *1,878*	1,129 *1,325*	3,697 *4,388*
XV. General Biology	9 *17*	54 *37*	8 *51*	71 *105*	51 *93*	23 *15*	50 *50*	124* *157*
XVI. Zoology	2 *5*	16 *10*	11 *4*	29 *19*	12 *25*	11 *16*	3 *8*	26 *47*

* This number includes 73 papers worked in Section I. (42 Passes, and 31 Failures), as against *101* papers in *1895* (*84* Passes, and *17* Failures).

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Details of Successes and Failures—*continued.*

Subjects.	Advanced Stage.				Elementary Stage.			
	1st Class.	2nd Class.	Failures.	Total.	1st Class.	2nd Class.	Failures.	Total.
XVII. Botany	48 *40*	323 *403*	196 *190*	567 *633*	348 *455*	840 *880*	880 *792*	2,068 *2,127*
XVIII. Principles of Mining	91 *204*	446 *524*	237 *136*	774 *864*	440 *389*	412 *429*	333 *408*	1,185 *1,226*
XIX. Metallurgy	40 *40*	75 *74*	34 *36*	149 *150*	126 *128*	87 *75*	67 *48*	280 *251*
XIX. „ (Practical)	46 *47*	59 *52*	33 *37*	138 *136*	77 *84*	52 *56*	46 *46*	175 *186*
XX. Navigation	23 *19*	42 *59*	12 *18*	77 *96*	34 *69*	46 *34*	34 *34*	114 *137*
XXI. Nautical Astronomy	9 *8*	28 *15*	1 *1*	38 *24*	37 *38*	38 *35*	14 *21*	89 *94*
XXII. Steam	130 *141*	545 *572*	353 *309*	1,028 *1,002*	879 *1,306*	844 *714*	727 *553*	2,450 *2,572*
XXIII. Physiography	610 *917*	1,958 *1,470*	1,576 *804*	4,144 *3,191*	5,183 *8,224*	4,118 *3,849*	7,687 *6,087*	16,988* *18,160*
XXIV. Principles of Agriculture	33 *62*	245 *298*	57 *48*	335 *408*	138 *197*	111 *90*	114 *160*	363 *447*
XXV. Hygiene	579 *537*	2,061 *1,785*	283 *352*	2,923 *2,674*	1,814 *2,041*	3,218 *2,746*	663 *624*	5,695 *5,411*
Total	4,503 *4,909*	16,983 *17,091*	12,527 *10,666*	33,963 *32,666*	26,466 *32,272*	29,535 *29,926*	35,093 *34,784*	91,094 *96,981*

* This number includes 4,233 papers worked in Section I. (1,320 Passes, and 2,913 Failures) as against 4,706 papers in 1899 (2,047 Passes, and 2,659 Failures).

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Details of Successes and Failures—*continued.*

Subject.	Stages.	1st Class.	2nd Class.	Failures.	Total.
Mathematics	1	3,182	4,427	8,095	15,704
		3,486	*5,538*	*7,911*	*16,865*
	2	662	3,376	1,848	5,886
		403	*2,940*	*2,378*	*5,721*
	3	154	577	319	1,050
		249	*522*	*269*	*1,040*
	4	8	18	13	39
		27	*70*	*25*	*122*
	5	31	114	115	260
		54	*103*	*67*	*224*
	6	4	16	20	40
		9	*59*	*44*	*112*
	7	—	2	3	5
		—	*1*	*2*	*3*
Total	—	4,041	8,530	10,418	22,984
	—	*4,138*	*9,253*	*10,696*	*24,087*

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TABLE C.—GIVING THE PER-CENTAGES OF SUCCESSES AND FAILURES IN EACH STAGE OF EACH SUBJECT.

(The Figures in Italics relate to the Examinations in the previous year, 1899.)

Subjects.	Advanced Stage.			Elementary Stage.		
	1st Class.	2nd Class.	Failures.	1st Class.	2nd Class.	Failures.
I. Practical Plane and Solid Geometry	17·59 *8·56*	34·57 *34·25*	47·83 *57·18*	32·43 *18·35*	32·69 *27·81*	34·87 *53·83*
II. Machine Construction and Drawing	16·71 *17·38*	46·48 *49·09*	36·80 *33·52*	25·72 *33·96*	25·02 *23·03*	49·25 *43·00*
III. Building Construction	15·33 *13·61*	70·80 *66·71*	13·86 *19·67*	28·13 *30·04*	33·62 *34·47*	38·24 *35·48*
IV. Naval Architecture	13·44 *14·18*	59·94 *59·93*	26·61 *25·88*	51·35 *51·42*	30·11 *28·88*	18·53 *19·69*
Elementary Practical Mathematics	— —	— —	— —	29·70 *29·24*	27·64 *33·02*	42·65 *37·73*
V. Mathematics	See following Table.					
VIA. Theoretical Mechanics (Solids)	12·10 *7·26*	42·16 *40·92*	45·73 *51·81*	23·10 *29·74*	37·95 *33·34*	38·64 *36·91*
VIB. Theoretical Mechanics (Fluids)	12·63 *22·18*	57·76 *56·92*	29·60 *20·89*	38·94 *27·22*	30·88 *29·74*	30·17 *43·04*
VII. Applied Mechanics	17·83 *11·32*	46·15 *60·13*	36·01 *28·54*	14·41 *33·37*	40·70 *48·27*	44·88 *18·35*
VIII. Sound, Light and Heat (Elementary Stage)	— —	— —	— —	19·60 *23·86*	27·17 *28·14*	53·22 *47·99*
VIIIA. Sound (Advanced Stage)	8·78 *11·02*	52·30 *62·74*	38·91 *26·23*	— —	— —	— —
VIIIB. Light (Advanced Stage)	5·53 *22·75*	38·00 *49·68*	56·46 *27·56*	— —	— —	— —
VIIIC. Heat (Advanced Stage)	8·02 *6·92*	38·91 *47·39*	53·06 *45·18*	— —	— —	— —
IX. Magnetism and Electricity	14·25 *8·93*	45·30 *48·21*	39·84 *42·85*	36·75 *36·26*	33·34 *31·65*	29·90 *32·08*
X. Inorganic Chemistry	5·76 *10·73*	40·03 *45·14*	54·20 *44·13*	30·36 *36 19*	30·72 *33·45*	38·91 *30·35*
X. " (Practical)	7·78 *11·40*	35·38 *49·67*	56·83 *39·92*	20·02 *28·50*	20·71 *33·46*	59·26 *38·03*
XI. Organic Chemistry	7·28 *7·23*	62·35 *57·44*	30·36 *35·32*	28·16 *26·26*	33·15 *25·23*	38·68 *48·47*
XI. " (Practical)	32·12 *42·85*	39·60 *37·14*	27·98 *20·00*	39·64 *29·77*	28·96 *30·12*	31·40 *40·10*
XII. Geology	26·58 *42·56*	58·86 *49·23*	14·55 *8·20*	34·75 *39·39*	46·10 *34·85*	19·14 *25·75*
XIII. Mineralogy	15·55 *22·73*	71·11 *54·54*	13·33 *22·72*	25·24 *51·45*	32·04 *34·95*	42·71 *13·59*
XIV. Human Physiology	13·82 *8·03*	59·98 *57·35*	26·19 *34·41*	26·32 *27·00*	43·14 *43·80*	30·53 *30·19*
XV. General Biology*	12·67 *16·19*	76·05 *35·23*	11·27 *48·57*	17·64 *58·60*	45·10 *9·55*	37·25 *31·84*
XVI. Zoology	6·89 *26·31*	55·17 *52·63*	37·93 *21·06*	46·15 *43·93*	42·30 *34·04*	11·54 *17·02*
XVII. Botany	8·46 *6·32*	56·96 *63·66*	34·57 *30·01*	16·82 *21·39*	40·62 *41·37*	42·55 *37·23*

* Section I., Passes 57·53, Failures 42·46; as against Passes *33·16*, Failures *16·83* in 1899.

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Per-centages of Successes and Failures—*continued.*

Subjects.	Advanced Stage.			Elementary Stage.		
	1st Class.	2nd Class.	Failures.	1st Class.	2nd Class.	Failures.
XVIII. Principles of Mining	11·75 *23·61*	57·62 *60·64*	30·62 *15·74*	37·13 *31·73*	34·76 *34·99*	28·10 *33·27*
XIX. Metallurgy	26·84 *26·66*	50·33 *49·35*	22 82 *24·00*	45·00 *50·99*	31 07 *29·88*	23·92 *19·12*
XIX. „ (Practical)	33·33 *34·56*	42·75 *38·23*	23·91 *27·20*	44·00 *45·16*	29 71 *30·10*	26·28 *24·73*
XX. Navigation	29·87 *19·78*	54·54 *61·46*	15·58 *18·75*	29·82 *50·36*	40·35 *24·82*	29·82 *24·81*
XXI. Nautical Astronomy	23·68 *33·33*	73·68 *62·50*	2·63 *4·16*	41·57 *40·42*	42·69 *37·23*	15·73 *22·34*
XXII. Steam	12·64 *14·07*	53·01 *55·09*	34·34 *30·83*	35 87 *50·73*	34·45 *27·76*	29·67 *21·50*
XXIII. Physiography*	14·72 *28·74*	47·24 *46·06*	38·03 *25·19*	30·28 *45·28*	32·18 *21·19*	37·43 *33·52*
XXIV. Principles of Agriculture	9·85 *15·38*	73·13 *72·70*	17·01 *11·91*	38·01 *44·07*	30·58 *20·13*	31·40 *35·79*
XXV. Hygiene	19·80 *20·08*	70·51 *66·75*	9·68 *13·16*	31·85 *37·72*	56·50 *50·74*	11·64 *11·53*
TOTAL	13·25 *15·02*	49·86 *52·32*	36·88 *32·65*	29·05 *33·27*	32·42 *30·85*	38·52 *35·87*

* Section I., Passes 31·18, Failures 68·81 ; as against Passes *43·49*, Failures *56·50* in 1899.

Subject.	Stage.	1st Class.	2nd Class.	Failures.
Mathematics	1	20·26 *20·14*	28·19 *32·96*	51·54 *46·90*
	2	11·25 *7·04*	57·35 *51·39*	31·39 *41·56*
	3	14·66 *23·94*	54·95 *50·19*	30·38 *25·86*
	4	20·51 *25·13*	46·15 *57·37*	33·33 *20·49*
	5	11·92 *24·10*	43·84 *45·98*	44·23 *29·91*
	6	10·00 *8·05*	40·00 *52·63*	50·00 *39·28*
	7	— —	40·00 *33·33*	60·00 *66·66*
TOTAL	—	17·58	37·11	45·30
	—	*17·13*	*38·41*	*44·40*

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9. Results of Examinations in Art in 1899 and 1900.

Table A.—Giving General Statistics of Examinations held at Art Schools and Classes.

——	1899.	1900.
Number of Schools recognised by the Department as eligible for Grants	1,705*	1,568*
Individuals under instruction in the same	130 126*	125,231*
Students under instruction who came up for examination	84,597	57,392*
Individuals examined in addition to the above who belonged to Schools not eligible for Grants or were self-taught	9,403*	7,868
Papers worked in—		
Geometrical Drawing, Subject 1*a*	14,123	12,575
Freehand Drawing, Subject 2*b* (Elementary Stage)	59,027	41,869
Do. Subject 3*b* (Advanced Stage)	10,069	
Model Drawing, Subject 3*a* (Elementary Stage)	37,032	29,655
Do. Subject 5*a* (Advanced Stage)	6,927	
Drawing in Light and Shade, Subject 5*b* (Elementary Stage)	17,554	17,216
Drawing in Light and Shade, Subject 5*b* (Advanced Stage)	7,725	
Modelling, Subject 18*a* (Elementary Stage)	4,159	3,799
Perspective, Subject 1*c* (Elementary Stage)	3,078	2,741
Do. Subjects 1*c* and 1*e* (Advanced Stage)	134	101
Architecture, Subject 1*d*	572	533
Principles of Ornament, Subject 22 (Elementary Stage)	1,010	894
Principles of Ornament, Subject 22 (Advanced Stage)	472	475
Design, Subject 23*c* (Elementary Stage)	2,192	2,153
Do. 23*c* (Advanced Stage)	1,215	1,094
Do. 23*d* (Honours)	252	281
Painting Ornament, Subject 11–23	1,525	1,553
Drawing from the Antique, Subject 8*b*[2]	1,833	1,858
Anatomy, Subject 9	540	561
Historic Ornament, Subject 22*d*	263	253
Painting from Still Life, Subject 15	1,673	1,658
Drawing from Life, Subject 8*c*[2]	1,527	1,570
Drawing the Antique from Memory, Subject 8*f*	433	463
Modelling Design, Subject 23*e* (Advanced Stage)	538	643
Modelling Design, Subject 23*f* (Honours)	138	93
Modelling from the Antique, Subject 19*b*[2]	946	945
Do. do. Life, Subject 19*h*	316	309
Architectural Design, Subject 23*b*	134	156
Total Papers worked	175,407	123,445
Provincial Centres where Examinations were held	Evening 1,378; Day 547	1,018; 485
Metropolitan Centres where Examinations were held (including South Kensington Museum)	Evening 83; Day 95	75; 111
Total Papers worked	175,407	123,445
Total Successes	117,927	68,110
Total Failures	57,480	55,335

* These figures do not include statistics relating to Schools in Scotland.

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TABLE B.—GIVING THE DETAILS OF SUCCESSES AND FAILURES IN EACH SUBJECT (*see* TABLE A.).

Subject.	1899.					1900.				
	No. Excellent.	No. Class 1.	No. Class 2.	Failures.	Total.	No. Excellent.	No. Class 1.	No. Class 2.	Failures.	Total.
Freehand Drawing, Subject 2*b* (Elementary Stage)	—	12,865	23,154	23,008	59,027	—	5,713	15,189	20,967	41,869
Do. Subject 3*b* (Advanced Stage)	—	4,662	3,808	1,509	10,069					
Model Drawing, Subject 3*a* (Elementary Stage)	—	10,316	18,298	8,418	37,032	—	3,669	13,020	12,966	29,655
Do. Subject 5*a* (Advanced Stage)	—	2,375	2,684	1,368	6,927					
Drawing in Light and Shade, Subject 5*b* (Elementary Stage).	—	2,904	6,769	7,881	17,554	—	2,210	5,510	9,496	17,216
Drawing in Light and Shade, Subject 5*b* (Advanced Stage).	—	2,075	2,973	2,677	7,725					
Modelling, Subject 18*a* (Elementary Stage)	—	1,593	1,942	624	4,159	—	1,662	1,660	477	3,799
Perspective, Subject 1*c* (Elementary Stage)	—	1,124	1,099	855	3,078	—	1,101	887	753	2,741
Do. Subjects 1*c* and 1*e* (Advanced Stage)	—	86	20	28	134	—	64	17	20	101
Architecture, Subject 1*d*	—	206	179	187	572	—	230	195	108	533
Principles of Ornament, Subject 22 (Elementary Stage).	—	303	682	25	1,010	—	266	483	142	891
Principles of Ornament, Subject 22 (Advanced Stage)	—	159	215	98	472	—	162	213	100	475
Design, Subject 23*c* (Elementary Stage)	—	165	783	1,244	2,192	—	136	996	1,021	2,153
Do. 23*c* (Advanced Stage)	—	200	217	798	1,215	—	127	276	691	1,094
Do. 23*d* (Honours)	—	12	45	195	252	—	31	42	208	281
Painting Ornament, Subject 11-23	—	209	577	739	1,525	—	210	580	763	1,553
Drawing from the Antique, Subject 8*b*[2]	—	460	855	518	1,833	—	561	876	421	1,858

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TABLE B.--GIVING THE DETAILS OF SUCCESSES AND FAILURES IN EACH SUBJECT (*see* TABLE A.)—*continued.*

Subject.	1899.					1900.				
	No. Excellent.	No. Class 1.	No. Class 2.	Failures.	Total.	No. Excellent.	No. Class 1.	No. Class 2.	Failures.	Total.
Anatomy, Subject 9	—	134	253	153	540	—	113	253	195	561
Historic Ornament, Subject 23*d*	—	126	115	22	263	—	117	106	30	253
Painting from Still Life, Subject 15	—	386	446	841	1,673	—	390	512	756	1,658
Drawing from Life, Subject 8*c*[2]	113	225	770	419	1,527	108	216	756	490	1,570
Drawing the Antique from Memory, Subject 8*f*	—	179	97	157	433	—	205	72	186	463
Modelling Design, Subject 23*e* (Advanced Stage)	—	243	214	81	538	—	257	270	116	643
Modelling Design, Subject 23*f* (Honours)	—	46	51	41	138	—	5	5	83	93
Modelling from the Antique, Subject 19*b*[1]	—	201	246	499	946	—	31	102	812	945
Do. Life, Subject 19*h*	26	49	102	139	316	12	30	56	211	309
Architectural Design, Subject 23*b*	22	29	50	33	134	25	23	60	48	156
Totals	161	41,832	66,734	52,557	161,284	145	17,529	42,136	51,060	110,870

Geometrical Drawing, Subject 1*a*. In 1899 14,123 candidates were examined in this subject, of whom 9,200 obtained "Passes," and 4,923 failed.
" " " 1900 12,575 " " " " 8,300 " 4,275 "

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TABLE C.—GIVING THE PER-CENTAGES OF SUCCESSES AND FAILURES IN EACH SUBJECT (*see* TABLE A).

Subject.	1899.				1900.			
	No. Excellent.	No. Class 1.	No. Class 2.	Failures.	No. Excellent.	No. Class 1.	No. Class 2.	Failures.
Freehand Drawing Subject 2*b* (Elementary Stage)	—	21·79	39·23	38·98	—	13·64	36·28	50·08
Do. Subject 3*b* (Advanced Stage)	—	46·30	38·71	14·99				
Model Drawing, Subject 3*a* (Elementary Stage)	—	27·86	49·41	22·73	—	12·37	43·91	43·72
Do. Subject 5*a* (Advanced Stage)	—	41·50	38·75	19·75				
Drawing in Light and Shade, Subject 5*b* (Elementary Stage	—	16·54	38·56	44·90	—	12·84	32·00	55·16
Do. do. (Advanced Stage)	—	26·86	38·49	34·65				
Modelling, Subject 18*a* (Elementary Stage)	—	38·30	46·70	15·00	—	43·75	43·70	12·55
Perspective, Subject 1*c* (Elementary Stage)	—	36·52	35·70	27·78	—	40·17	32·36	27·47
Do. Subjects 1*c* and 1*e* (Advanced Stage)	—	64·18	14·92	20·90	—	63·37	16·83	19·80
Architecture, Subject 1*d*	—	36·02	31·29	32·69	—	43·15	36·59	20·26
Principles of Ornament, Subject 22 (Elementary Stage)	—	30·00	67·52	2·48	—	29·85	54·21	15·94
Do. do. (Advanced Stage)	—	33·69	45·55	20·76	—	34·11	44·84	21·05
Design, Subject 23*c* (Elementary Stage)	—	7·53	35·72	56·75	—	6·32	46·26	47·42
Do. 23*c* (Advanced Stage)	—	16·46	17·86	65·68	—	11·61	25·23	63·16
Do. 23*d* (Honours)	—	4·76	17·86	77·38	—	11·03	14·95	74·02
Painting Ornament, Subject 11–23	—	13·70	37·84	48·46	—	13·52	37·35	49·13
Drawing from the Antique, Subject 9*b*[2]	—	25·10	46·64	28·26	—	30·19	47·15	22·66

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TABLE C.—GIVING THE PER-CENTAGES OF SUCCESSES AND FAILURES IN EACH SUBJECT (*see* TABLE A.)—*continued.*

Subject.	1899.				1900.			
	No. Excellent.	No. Class 1.	No. Class 2.	Failures.	No. Excellent.	No. Class 1.	No. Class 2.	Failures
Anatomy, Subject 9	—	24·82	46·85	28·33	—	20·14	45·10	34·76
Historic Ornament, Subject 22*d*	—	47·91	43·72	8·37	—	46·25	41·90	11·85
Painting from Still Life, Subject 15	—	23·07	26·66	50·27	—	23·52	30·88	45·60
Drawing from Life, Subject 8*c*[3]	7·40	14·78	50·43	27·44	6·88	13·76	48·15	31·21
Drawing the Antique from Memory, Subject 8*f*	—	41·34	22·40	36·26	—	44·28	15·55	40·17
Modelling Design, Subject 23*e* (Advanced Stage)	—	45·17	39·78	15·05	—	39·97	41·99	18·04
Modelling Design, Subject 23*f* (Honours)	—	33·33	36·96	29·71	—	5·38	5·38	89·24
Modelling from the Antique, Subject 19*b*[1]	—	21·25	26·00	52·75	—	3·28	10·79	85·93
Do. Life, Subject 19*h*	8·28	15·50	32·28	43·99	3·88	9·71	18·12	68·29
Architectural Design, Subject 23*b*	16·42	21·64	37·31	24·63	16·03	14·74	38·46	30·77
Totals	*8·14	25·94	41·38	32·59	*7·13	15·30	38·01	46·06

Geometrical Drawing, Subject 1*a*. In 1899 65·14 per cent. of the candidates examined passed and 34·86 per cent. failed.
" 1900 66·00 " " " 34·00 " "
* The per-centage in this column, is in respect of those subjects only in which the award "excellent" is made.

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10. TABLE showing RESULTS obtained by SCHOOLS of SCIENCE and ART in the COLONIES and DEPENDENCIES, examined by the DEPARTMENT of SCIENCE and ART for PRIZES and CERTIFICATES, 1900.

Name of Colony or Dependency.	Science.							Art.									
		Elementary.			Advanced.			Personal Examinations.							Examination of School Works.		
									Elementary.			Advanced, and Subjects having no Stages.					
	Total No. of Papers examined.	No. of Papers examined.	No. of Papers marked 1st Class or Pass.	No. of Papers marked 2nd Class.	No. of Papers examined.	No. of Papers marked 1st Class.	No. of Papers marked 2nd Class.	Total No. of Papers examined.	No. of Papers examined.	No. of Papers marked 1st Class or Pass.	No. of Papers marked 2nd Class.	No. of Papers examined.	No. of Papers marked 1st Class.	No. of Papers marked 2nd Class.	No. of Students who sent up Works.	No. of Works sent up.	Prizes.
Guernsey - - -	31	30	15	9	1	–	–	43	14	2	4	29	2	11	11	3	–
Isle of Man - - -	309	233	74	69	76	5	55	145	12	11	–	188	15	63	7	16	–
Jersey - - - -	40	34	12	12	6	–	2	114	9	4	1	105	2	41	–	–	–
Natal - - - -	70	69	5	12	1	–	1	22‡	–	–	–	224	15	54	–	–	–
New Zealand - - -	131 *	102	42	22	24	4	12	550 ‡	85	51	23	464	101	174	45	100	3
Tasmania - - -	79 †	61	18	20	17	2	11	152 ‡	14	5	2	137	16	46	3	8	–
Barbados - - -	3	1	1	–	2	–	1	19	–	–	–	19	–	6	–	–	–

* This number includes two successful Papers in Honours, and three unsuccessful Papers. † This number includes one unsuccessful Paper in Honours.
‡ This number includes one successful Paper in Honours.

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11. Aid sanctioned towards the Cost of purchasing Apparatus and Examples, and Providing Fittings, for Science and Art Schools and Classes and Training Colleges in Ireland, 1900.

School No.	County and Locality.	Name of School or Institution.	Amount of Science Grants.	Amount of Art Grants.
			£ s. d.	£ s. d.
		LEINSTER.		
	LOUTH.			
16,101	Drogheda -	Sienna Convent - -	—	*3 3 0 5 9 9
		MUNSTER.		
	CLARE.			
6250	Kilmihil -	Cahirmurphy National School.	1 7 6	—
	CORK.			
9211	Cork - -	Christian Brothers' College, St. Patrick's Place.	*42 0 0	—
6209	,, - -	Crawford Municipal School of Science and Art.	—	11 9 3
	WATERFORD.			
16,214	Waterford -	De la Salle Training College.	7 10 0	—
		ULSTER.		
	ANTRIM.			
6395	Belfast -	Royal Belfast Academical Institution.	12 5 4	—
	LONDONDERRY.			
6916	Londonderry	School of Science and Art	—	6 0 5
		Total - - £	63 2 10	26 2 5

* Grants for fittings.

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12. TABLE showing the SCHOOLS at which EXAMINATIONS for CERTIFICATES ONLY were held in 1900, with the Number of Papers examined.

Place.	Name of School.	Science.		Art.	
		No. of Candidates' Papers examined.	No. of Candidates Papers successful.	No. of Candidates' Papers examined.	No. of Candidates' Papers successful.
Abergwynfi	Board School	3	3	—	—
Appleby Magna	Grammar School	5	1	14	4
Batley	Ladies' College	—	—	17	6
Birmingham	Church of England College for Girls.	—	—	13	13
Blaengarw	Board School	4	3	—	—
Carshalton	St. Philomena's School	3	2	1	—
Cashel	Presentation Convent	—	—	3	4
Chorley	Grammar School	5	1	—	—
Cranleigh	Surrey County School	—	—	39	21
Croydon	Whitgift Grammar School	—	—	12	6
"	" Middle School	42	29	38	12
"	High School for Girls	—	—	48	35
Derby	Wesleyan Higher Grade School.	40	1	28	13
Deri	Board School	5	—	—	—
Deytheur	Grammar School	40	16	15	4
Dunmanway	St. Patrick's National School.	4	4	—	—
Ealing	Ealing Grammar School	24	13	33	12
Emsworth	Mrs. Jewell's School	—	—	5	—
Forest Gate	Commercial and Civil Service College.	27	13	7	1
Greenhithe (off)	H.M.S. "Worcester"	—	—	60	30
Herne Bay	Parochial Institute	19	7	—	—
Hornsea	St. Bede's College	9	3	—	—
King's Lynn	High School for Girls	—	—	28	13
Kingsley	Ockham School	—	—	15	1
Liss	Board School	3	2	3	—
London:— City	Aldersgate Street, Ward Schools.	58	24	35	23
"	Science and Art Classes, 2, Finsbury Street.	451	293	245	99
Stroud Green	Hornsey Grammar School	15	4	26	15
Mayfield	Convent of the Holy Child.	—	—	44	32
Pontlottyn	County School (Girls)	4	3	—	—
Pontycymmer	Ffaldau Board School	7	6	—	—

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12. Table showing the Schools at which EXAMINATIONS for CERTIFICATES ONLY were held, &c.—*continued.*

Place.	Name of School.	Science.		Art.	
		No. of Candidates' Papers examined.	No. of Candidates' Papers successful.	No. of Candidates' Papers examined.	No. of Candidates' Papers successful.
Pulborough	Miss Wicken's Ladies' School.	—	—	4	2
Ruthin	Grammar School	36	23	—	—
St. Leonards	Convent of the Holy Child	—	—	35	29
St. Neots	Prospect House School	—	—	40	9
Sale	Brooklands and Ashton-on-Mersey, High School for Boys.	—	—	27	8
Skegness	Bryghtwen High School	—	—	15	10
Snettisham	Grammar School	24	11	17	7
Southampton	Alexandra College	—	—	10	5
Spalding	Collegiate School	2	2	—	—
Stonyhurst	St. Mary's Hall	16	10	26	14
Stourbridge	Old Swinford Hospital	—	—	15	2
Tetbury	Town Hall	—	—	8	5
Wolverhampton	St. Peter's Boys School	38	10	—	—
Wolverley	Grammar School	37	20	37	26
Wootton Bassett	British School	—	—	8	2
Totals for 1900		921	504	976*	455*
Totals for 1899		703	486	1,902	1,240
Totals for 1898		1,127	737	13,624	8,859

* In addition to these totals, 7,268 Art Papers, of which 3,556 were successful, were worked by External Candidates examined in April, May, and June who did not belong to any Art School or Class in connection with the Board, including candidates examined in Colonies and Dependencies.

The totals for 1898 include the Number of Papers worked by such Candidates.

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13. LOCAL SCHOLARSHIPS and EXHIBITIONS granted for the Year 1900–1901.

SCIENCE AND ART SCHOLARSHIPS.

School No.	Town.	School.	Number of Scholarships (First Year).	Number of Scholarships renewed (Second Year)	Number of Scholarships renewed (Third Year).
	ENGLAND:				
—	Accrington	Elementary Schools and Municipal Technical School (School of Science).	—	5	—
—	Alnwick	Alnwick and District Elementary Schools.	—	3	—
—	Bath	Elementary Schools	1	—	—
—	Bolton	Board Schools	12	1	1
—	Brighton	Public Elementary Schools	31	18	11
3476	Bunwell	Board School	1	—	—
1325	Cheltenham	Christ Church Higher Grade National School.	3	—	—
9134	Darwen	Higher Grade School, Union Street	3	—	—
9078	Farnham	Grammar School, West Street	—	1	1
9011	Gateshead	Higher Grade School, Durham Road.	2	—	1
9079	Hanley	Higher Grade Board School	3	4	4
—	Heckmondwike	Heckmondwike and District Public Elementary Schools.	12	10	12
—	Huddersfield	Kirkheaton, Linthwaite, and Mirfield Public Elementary Schools and Schools of Science.	3	—	2
9004	„	Technical College, Queen Street, South.	2	—	1
9001	Keighley	Technical Institute, North Street, School of Science.	2	1	—
9140	Kensington	Higher Grade School, Montpelier Street, Brompton.	1	2	—
—	Leeds	Board Schools, Public Elementary Schools (Board and Voluntary).	11	14	35
9008	„	Boys' Modern School, Rossington Street.	2	1	2
9139	„	Church Middle Class School, Vernon Road.	2	1	1
9005	Manchester	Central Higher Grade Board School.	11	10	2
9006	„	Ducie Avenue, Higher Grade Board School.	3	4	1
9007	„	Ardwick, Higher Grade Board School.	5	5	—
9069	„	Cheetham, Higher Grade Board School.	5	1	1
9087	„	Birley Street, Higher Grade Board School.	6	3	1
9156	„	St. Margaret's School, Hulton Street, Moss Side.	4	2	—
9118	Merton	Rutlish School, Kingston Road	1	—	—
—	Middlesbrough	Cleveland and South East Durham, Elementary Schools.	15	15	11
9119	Nelson	Municipal Day School, Market Street.	—	1	—
—	Newcastle-on-Tyne	North View Elementary School, and Rutherford College.	11	8	3
—	Norwich	Board Schools	5	4	2
—	Nottingham	Board Schools	7	—	2
—	Oldham	Elementary Schools and Waterloo Higher Grade Board School (School of Science).	—	10	3
3827	Oxford	Wesleyan Higher Grade School, New Inn Hall Street.	1	1	1
9120	„	City Technical School, Church Street.	—	1	1
—	Plymouth	Board Schools	1	3	—
—	Portsmouth	Public Elementary Schools	—	15	10
9086	St. Pancras	William Ellis School, Allcroft Road, Haverstock Hill.	2	—	—
—	Salford	Board Schools	7	2	—
9036	South Shields	Westoe Road, Higher Grade Board School.	3	3	—
430	Stockport	Brentnall Street, Higher Grade Wesleyan School.	2	—	—

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SCIENCE AND ART SCHOLARSHIPS—*continued.*

School No.	Town.	School.	Number of Scholarships (First Year).	Number of Scholarships renewed (Second Year).	Number of Scholarships renewed (Third Year).
	ENGLAND—*continued.*				
—	Swindon	Board Schools	2	2	—
9072	Todmorden	Roomfield Road, Higher Grade Board School.	3	—	—
9146	Urmston	Wycliffe Road, Higher Grade School.	5	3	—
9039	Wallsall	Technical Day School, Science and Art Institute, Bradford Place.	1	2	—
9115	Wandsworth	Technical Institute, High Street	1	—	—
—	Widnes	Public Elementary Schools and Higher Grade School (School of Science).	16	11	14
9093	Wolverhampton	Higher Grade Board School, New Hampton Road.	—	3	—
—	York	Fishergate, Park Grove, and Scarcroft Board Schools.	3	—	—
	IRELAND:				
6209 v	Clonakilty	Convent of Mercy, Branch School of Science and Art.	—	1	—
—	Cork	National Schools	2	—	—

LOCAL EXHIBITIONS.

School No.	Town.	School or Institution.	Number of Exhibitions. 1st Year.	2nd Year.	3rd Year.	Institution at which the Exhibitioner pursues his Studies.
	ENGLAND:					
2035	Bacup	Mechanics' Institution	—	1	—	Royal College of Science, London.
4795	Birmingham	Municipal Technical School.	1	—	—	Birmingham University.
2097	Bootle	Free Library, Museum, and Technical School.	—	1	—	University College, Liverpool.
2104	Burnley	Mechanics' Institution	2	—	—	Royal College of Science, London (1), and Royal College of Art, London (1).
2104c		School of Science and Art, and Technical School, Elizabeth Street				
9134	Darwen	Higher Grade School, Union Street (School of Science).	—	1	—	Royal College of Art, London.
9000	Keighley	Technical Institute, North Street.	1	—	—	Yorkshire College Leeds.
9140	Kensington	Higher Grade School, Montpelier Street, Brompton.	—	1	—	Royal College of Science, London.
2321	Oldham	Municipal Technical School.	1	—	—	Royal College of Science, Dublin.
9120	Oxford	City Technical School, Church Street.	1	—	—	Royal College of Science, London.
2395 A	Rochdale	Municipal Technical School, Nelson Street	1	1	—	The Owens College, Manchester.
15102	Sheffield	Technical School, St. George's Square.	—	1	—	University College Sheffield.
206	Wolverton	Science and Art Institute, Church Street.	—	1	—	Royal College of Science, London.
	IRELAND:					
–	Cork	Executive Committee of the Cork Exhibition (1883).	2	—	—	Royal College of Art, London.

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14. List of Gold Medallists in the National Competition, 1900.

Ref. No.	School.	Name.	Subject.	Description.
1	Battersea	§Ray, John	23 c.	Design for printed muslin.
2	„	§Smithers, Bernard	23 c.	Design for printed muslin.
3	Belfast	Jeffrey, James H.	23 c.	Design for a counterpane.
4	Bradford (Technical College).	Wood, George H.	22 c.	Design for a stencilled hanging.
5	Bristol (Kensington House).	*Thatcher, Mabel	23 c.	Modelled design for a frieze.
6	Liverpool	§Martin, William A.	23 d.	Design for a printed silk hanging.
7	New Cross	Greeves, Agnes	19 b. 2.	Copy of bas-relief by Donatello.
8	Regent Street W. (Polytechnic).	†Stamp, Winifred L.	23 d.	Design for a painted frieze.
9	South Kensington	§Maryon, Louisa E. Church	19 c.	Model of a figure from the nude.

* The Princess of Wales Scholarship of £25 has been awarded to this student.

† The Princess of Wales Scholarship of £11 has been awarded to this student.

§ These students are ineligible to receive the Gold Medal, as they have not complied with the conditions of § L.(S) c. Art, p. 36, Directory, 1900.

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DRAWING AND MANUAL INSTRUCTION IN CERTAIN ELEMENTARY SCHOOLS (INCLUDING POOR LAW SCHOOLS), NOT BEING PUBLIC ELEMENTARY SCHOOLS WITHIN THE EDUCATION ACTS.

1.—SUMMARY.

During the year ended 31st August, 1900, grants for Drawing and Manual Instruction were made by the Board to 143 Elementary Day Schools, not being Public Elementary Schools within the meaning of the Education Acts. This number comprised 50 schools (including 27 Poor Law Schools under the Local Government Board) in England which are not aided by grants from the Board of Education, Whitehall, and 93 schools in Ireland which are not under the Commissioners of National Education in Ireland. In the above-mentioned 143 schools 26,634 scholars were taught Drawing, and examined during the year ended 31st August, 1900.

The total amount of the grants for Drawing which were paid to these schools in 1899–1900 was £2,074, or a payment of 1s. 9d. per scholar in average attendance. Seven of these schools also earned grants amounting to £99 in respect of Manual Instruction.

The inspection of Drawing and Manual Instruction in Poor Law Schools, together with the payment of grants thereon, was taken over by the Local Government Board on 31st March, 1901; and from the same date payment of the Drawing grants to the schools in Ireland was taken over by the Department of Agriculture and Technical Instruction, Ireland.

2.—TABLES.

A.—*Drawing.*

LIST of ENGLISH SCHOOLS EXAMINED in DRAWING in the Year ended 31st August, 1900.

Note.—Manual Instruction is also given in those Schools the names of which are printed in italics. (For details, *see* page 675.)

1. School No.	2. Name of School and Month of Examination.	3. Scholars. Number Taught.	4. Scholars. Average Attendance.	5. Award. E	G	F	6. Pupil Teachers and Ex-Standard Scholars. Examined.	7. Pupil Teachers and Ex-Standard Scholars. Successful.	8. Amount of Grant. £ s. d.
	BERKS:								
46	Reading, Blue Coat - - 3	56	33	E	—	—	23	23	28 16 0
8655	Wargrave, Reading and Wokingham District (Poor Law) 2	81	74	E	—	—	—	—	7 8 0
	CHESHIRE:								
138	Chester, Bluecoat - - 12	59	52	E	—	—	—	—	5 4 0
	ESSEX:								
22,323	Brentwood, St. Charles (Poor Law) R. C. - - - 2	184	184	E	—	—	—	—	18 8 0
22,366	Forest Gate, Poplar Union (Poor Law) - - - 7	277	277	E	—	—	—	—	27 14 0
20,339	Grays, Training Ship "Exmouth" (Poor Law) - 2	389	327	E	—	—	—	—	32 14 0
20,932	Hornchurch, Cottage Homes (Poor Law) - - - 10	152	129	E	—	—	—	—	12 18 0

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1. School No.	2. Name of School and Month of Examination.	3. Scholars. Number Taught.	4. Scholars. Average Attendance.	5. Award. E	G	F	6. Pupil Teachers and Ex-Standard Scholars. Examined.	7. Pupil Teachers and Ex-Standard Scholars. Successful.	8. Amount of Grant. £ s. d.
	ESSEX—*continued.*								
20,224	Leytonstone, West Ham Union (Poor Law) - - - 5	101	101	E	—	—	—	—	10 2 0
829	Wanstead, Infant Orphan Asylum (Boys) - - - 2	207	207	E	—	—	—	—	20 14 0
830	Wanstead, Infant Orphan Asylum (Girls) - - 2	149	142	E	—	—	2	1	14 14 0
8676	Witham, South Metropolitan District (Poor Law) - 7	62	62	E	—	—	—	—	6 4 0
	HERTS:								
19,437	Leavesden, St. Pancras (Poor Law) - - - - 7	213	213	E	—	—	—	—	21 6 0
1077	Watford, London Orphan Asylum (Boys) - - 3	293	279	E	—	—	—	—	27 18 0
6118	Watford, London Orphan Asylum (Girls) - - 3	176	163	E	—	—	2	2	17 16 0
	LANCASHIRE:								
5708	Lancaster, Ripley Hospital 5	163	147	E	—	—	—	—	14 14 0
7217	Liverpool, Kirkdale Industrial (Poor Law) - - - 10	257	248	—	G	—	—	—	18 12 0
5332	Oldham, Henshaw's Blue Coat 4	82	80	E	—	—	—	—	8 0 0
20,735	Swinton, Industrial (Poor Law) - - - - - 4	323	315	—	G	—	—	—	23 12 6
	LONDON:								
21,234	Holloway, Hornsey Road, St. Mary's (Poor Law) - 10	136	136	E	—	—	—	—	13 12 0
20,529	Lambeth, Kennington Lane, Licensed Victuallers' (Boys) 12	98	92	E	—	—	2	2	11 4 0
20,530	Lambeth, Kennington Lane, Licensed Victuallers' (Girls) 12	93	88	E	—	—	5	2	11 6 0
21,370	*Lambeth, West Norwood (Poor Law)* - - - - 3	155	155	E	—	—	—	—	15 10 0
5808	Westminster Bridge Road, Yorkshire Society's - 4	59	59	E	—	—	—	—	5 18 0
	MIDDLESEX:								
20,961	Ashford, West London District (Poor Law) - - - 4	338	268	E	—	—	...	—	26 16 0
12,312	Enfield Chase, Farm (Poor Law) - - - - - 5	164	145	E	—	—	—	—	14 10 0
5947	*Hanwell, Central London District (Poor Law)* - - 10	372	337	E	—	—	—	—	33 14 0
20,731	Isleworth, Brentford District (Poor Law) - - - 10	85	84	E	—	—	—	—	8 8 0
20,759	Southall, Marylebone District (Poor Law) - - - 4	144	104	—	G	—	11	0	7 16 0
5220	Southall, St. Mary's Orphanage 3	262	302	E	—	—	2	2	38 14 0
17,737	Upper Edmonton, Strand Union (Poor Law) - 5	141	138	E	—	—	—	—	13 16 0
	SOMERSET:								
2881	*Bath, Blue Coat* - - 12	99	94	—	G	—	—	—	7 1 0
2904	Frome, Blue Coat - - 10	30	27	—	G	—	2	2	3 0 6

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1. School No.	2. Name of School and Month of Examination.	3. Scholars. Number Taught.	4. Scholars. Average Attendance.	5. Award. E	G	F	6. Pupil Teachers and Ex-Standard Scholars. Examined.	7. Pupil Teachers and Ex-Standard Scholars. Successful.	8. Amount of Grant. £ s. d.
	STAFFORDSHIRE:								
3127	Wolverhampton, Orphan Asylum - - - - 4	161	139	E	—	—	12	12	25 18 0
	SURREY:								
3173	Anerley, North Surrey District (Poor Law) - - - 5	414	344	E	—	—	—	—	34 8 0
7177	Banstead, Kensington and Chelsea District (Poor Law) - - - - 5	275	216	E	—	—	—	—	16 4 0
3226	Guildford, Archbishop Abbot's 1	94	92	—	G	—	4	4	10 15 0
3365	Mitcham, Holborn Union (Poor Law) - - - - 4	135	133	—	G	—	—	—	9 19 6
3387	*Purley, Reedham Orphanage (Boys)* - - - 3	159	159	—	G	—	—	—	11 18 6
7181	Purley, Reedham Orphanage (Girls) - - - - 3	93	80	—	G	—	8	8	12 0 0
3470	Sutton, South Metropolitan District (Poor Law) (Senior Boys) - - - - 7	272	272	E	—	—	—	—	27 4 0
13,209	Sutton, South Metropolitan District (Junior) - - 7	258	224	E	—	—	—	—	22 8 0
21,718	Sutton, South Metropolitan District (Infirmary) - 7	49	49	E	—	—	—	—	4 18 9
	SUSSEX:								
17,456	Brighton, Warren Farm (Poor Law) - - - - 4	116	114	—	G	—	—	—	8 11 0
6552	Mark Cross, Rotherfield, Holy Trinity Orphanage - 5	87	81	E	—	—	8	8	13 12 0
	WARWICKSHIRE:								
3595	Birmingham, Blue Coat - 4	134	126	E	—	—	2	1	13 12 0
3638	Erdington Orphanage - 3	115	112	E	—	—	—	—	11 4 0
20,030	Marston Green, Cottage Homes (Poor Law) - - - 4	141	116	E	—	—	—	—	11 12 0
	WORCESTERSHIRE:								
3725	Dudley, Baylies' Charity - 3	139	131	E	—	—	—	—	13 18 0
22,001	Northfield, Shenley Fields Cottage Homes (Poor Law) 1	87	87	E	—	—	—	—	3 14 0
	YORKSHIRE:								
4411	*York, Blue Coat* - - 3	67	67	E	—	—	—	—	6 14 0
	TOTALS FOR ENGLAND For Year ended 31st August 1900 (50 schools) - -	8,246	7,614	40	10	—	83	67	786 10 0
	TOTALS FOR 1899 (77 schools)	12,347	11,201	57	19	1	98	78	1,125 1 9

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LIST of CERTAIN ELEMENTARY SCHOOLS IN IRELAND, which are not under the COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND, to which Grants for Drawing were made in the Year ended 31st August, 1900.

1. School No.	2. Name of School and Month of Examination.	3. Scholars. Number Taught.	4. Scholars. Average Attendance.	5. Award. E	G	F	6. Pupil Teachers and Ex-Standard Scholars. Examined.	7. Successful.	8. Amount of Grant. £ s. d.
	IRELAND.								
15,089	Armagh, Green Park, Christian Brothers - - - 12	127	109	—	G	—	—	—	8 3 6
5094	Artane, Industrial - - 4	751	750	E	—	—	1	1	76 10 0
6328	Athy, Christian Brothers 5	209	143	—	G	—	11	5	13 4 6
8202	Athy, St. Mary's Convent 5	39	28	—	G	—	4	2	3 12 0
21,688	Ballinrobe, Christian Brothers 5	126	92	—	G	—	—	—	6 18 0
12,300	Belfast, St. Malachy's, Christian Brothers - - - 12	115	91	—	G	—	—	—	6 16 6
6791	Belfast, St. Mary's, Christian Brothers - - - 12	226	164	—	G	—	11	11	18 6 0
12,301	Belfast, St. Patrick's, Christian Brothers - - - 12	283	209	—	G	—	—	—	15 13 6
11,922	Cahirciveen, Christian Brothers 6	87	64	—	G	—	6	4	6 6 0
6913	Callan, Christian Brothers 2	93	89	—	G	—	3	1	6 13 6
15,673	Callan, St. Anne's Convent 2	37	37	E	—	—	2	2	4 14 0
6294	Carlow, Christian Brothers 11	218	173	—	G	—	6	3	14 19 6
6346	Carrick-on-Suir, Christian Brothers - - - 11	190	190	—	G	—	—	—	14 5 0
11,921	Cashel, Christian Brothers 1	107	91	—	G	—	—	—	6 16 6
22,351	Cashel, Industrial - - 1	73	66	—	G	—	—	—	4 19 0
5007	Castleknock, Morgan's Endowed - - - - 3	37	37	—	G	—	—	—	2 15 6
11,923	Charleville, Christian Brothers 1	91	79	—	G	—	—	—	5 18 6
22,286	Clonakilty, St. Aloysius Industrial - - - - 3	87	79	—	G	—	—	—	5 18 6
6273	Clonmel, SS. Peter and Paul, Christian Brothers - 11	270	270	—	G	—	—	—	20 5 0
11,928	Clonmel, Irishtown, St. Mary's, Christian Brothers - 11	167	158	—	G	—	—	—	11 17 0
15,665	Clontarf, O'Brien Institution 12	86	83	E	—	—	—	—	8 6 0
6779	Cork, Blarney Street, Christian Brothers - - - 3	236	204	—	G	—	1	1	16 6 0
6031	Cork, Our Lady's Mount, Christian Brothers - - 3	812	693	—	G	—	4	2	52 19 6
6349	Cork, Sullivan's Quay, Christian Brothers - - - 3	200	182	—	G	—	—	—	13 13 0
11,925	Dingle, Christian Brothers 6	178	141	—	G	—	—	—	10 16 0
11,926	Doneraile, Christian Brothers 1	93	73	—	G	—	—	—	5 9 6
11,927	Doon, Christian Brothers 2	74	53	—	G	—	—	—	3 19 6
6292	Drogheda, Sunday Gate, Christian Brothers - - 11	201	201	E	—	—	—	—	20 2 0
10,968	Drogheda, West Gate, Christian Brothers - - 11	84	77	—	G	—	—	—	5 9 6
5099	Dublin, Francis Street, Christian Brothers - - 3	338		—	G	—	—	—	21 7 6
7264	Dublin, Golden Bridge, Christian Brothers - - 3	150	134	—	G	—	—	—	10 1 0
5107	Dublin, Great Strand Street, Christian Brothers - 3	225	160	—	G	—	—	—	12 0 0
5101	Dublin, James Street, Christian Brothers - - - 3	303	249	—	G	-	—	—	18 13 6
6738	Dublin, Marino, Christian Brothers - - - 2	231	192	—	G	—	5	5	16 8 0
5316	Dublin, Masonic Female Orphanage - - - 2	95	86	—	G	—	2	2	7 19 0
5114	Dublin, Merchant Taylors' Endowed - - - 3	46	35	—	G	—	—	—	2 12 6

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1.	2.	3.	4.	5.			6.	7.	8.
School No.	Name of School and Month of Examination.	Scholars.		Award.			Pupil Teachers and Ex-Standard Scholars.		Amount of Grant.
		Number Taught.	Average Attendance.	E	G	F	Examined.	Successful.	
	IRELAND—*continued.*								£ s. d.
5100	Dublin, North Brunswick Street, Christian Brothers 3	257	204	—	G	—	—	—	15 6 0
5102	Dublin, North Richmond Street, Christian Brothers 3	469	385	—	G	—	—	—	28 17 6
5103	Dublin, St. Lawrence, Christian Brothers - - 3	226	188	—	G	—	—	—	14 2 0
5106	Dublin, St. Mary's Place, Christian Brothers - - 3	254	210	—	G	—	—	—	15 15 0
5104	Dublin, Synge Street, Christian Brothers - - 3	465	416	—	G	—	—	—	31 4 0
5105	Dublin, Westland Row, Christian Brothers - - 3	479	396	—	G	—	—	—	29 14 0
6393	Dundalk, Christian Brothers 8	358	321	—	G	—	—	—	24 1 6
6307	Dungarvan, Christian Brothers 11	245	203	—	G	—	—	—	15 4 6
7072	Ennis, Christian Brothers 11	265	255	—	G	—	—	—	19 17 6
11,929	Enniscorthy, Christian Brothers - - - - 12	298	199	—	G	—	—	—	14 18 6
11,930	Enniskymon, Christian Brothers - - - - 5	128	103	—	G	—	—	—	7 14 6
6393	Fermoy, Christian Brothers 11	221	192	—	G	—	—	—	14 8 0
17,190	Galway, Salthill, Industrial 5	196	195	—	G	—	—	—	14 12 6
6534	*Glasnevin, St. Vincent's Orphanage - - - 3*	103	103	E	—	—	—	—	10 6 0
22,342	Glin, Industrial - - 11	128	124	E	—	—	—	—	12 8 0
18,984	Gorey, Christian Brothers 12	101	86	—	G	—	—	—	6 9 0
6315	Kells, Christian Brothers 11	159	128	—	G	—	3	2	10 12 0
6540	Kilcock, Christian Brothers 4	92	83	—	G	—	1	1	7 4 6
6345	Kilkenny, Christian Brothers 11	207	186	—	G	—	3	0	13 19 0
6309	Kilrush, Christian Brothers 5	200	170	—	G	—	—	—	12 15 0
6543	Kingstown, Christian Brothers 3	364	304	—	G	—	—	—	22 16 0
20,983	Letterfrack, St. Joseph's, Industrial - - - - 2	144	144	E	—	—	—	—	14 8 0
19,628	Limerick, Christian Brothers, Industrial - - - 2	165	165	—	G	—	—	—	12 7 6
7090	Limerick, St. John's, Christian Brothers - - - 2	153	153	—	G	—	—	—	11 9 6
7091	Limerick, St. Mary's, Christian Brothers - - - 2	196	162	—	G	—	—	—	12 3 0
7092	Limerick, St. Munchin's, Christian Brothers - 2	108	95	E	—	—	—	—	9 10 0
6912	Limerick, Sexton Street, Christian Brothers - 2	461	361	—	G	—	—	—	27 1 6
6287	*Lismore, Christian Brothers* 6	106	95	—	G	—	—	—	7 2 6
11,924	Londonderry, Christian Brothers - - - 2	288	241	—	G	—	8	2	19 1 6
6276	Maryborough, Christian Brothers - - - 2	201	162	—	G	—	—	—	12 3 0
6088	Midleton, Christian Brothers 5	293	228	—	G	—	12	1	17 12 0
11,933	Mitchelstown, Christian Brothers - - - 6	189	228	—	G	—	—	—	11 9 6
14,449	Monaghan, Christian Brothers 1	136	136	—	G	—	—	—	10 4 0
6288	Monasterevan, Christian Brothers- - - - 2	155	102	—	G	—	—	—	7 13 0
11,932	Monkstown, Carriglea Park, Industrial - - - 4	150	149	E	—	—	—	—	14 18 0
6614	Mullingar, St. Mary's Christian Brothers - - - 12	208	158	—	G	—	6	1	12 7 0
18,985	Naas, Christian Brothers 12	116	104	—	G	—	2		9 6 0

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1. School No.	2. Name of Schoo and Month of Examination.	3. Scholars. Number Taught.	4. Scholars. Average Attendance.	5. Award. E	G	F	6. Pupil Teachers and Ex-Standard Scholars. Examined.	7. Successful.	8. Amount of Grant £ s. d.
	IRELAND—*continued.*								
6330	Nenagh, Christian Brothers 11	340	279	E	—	—	—	—	27 18 0
11,934	New Ross, Christian Brothers 1	175	157	—	G	—	—	—	11 15 6
7275	Omagh, Christian Brothers 2	132	121	—	G	—	—	—	9 1 6
6993	Parsonstown, Birr, St. John's Industrial - - - 8	72	66	—	G	—	6	6	10 9 0
11,931	Portarlington, Christian Brothers - - - - 2	148	119	—	G	—	—	—	8 18 6
21,661	Thomastown, St. Michael's, Convent of Mercy - 11	35	27	E	—	—	1	1	3 14 0
6034	Thurles, Christian Brothers 12	249	228	—	G	—	—	—	17 2 0
6508	Tipperary, Christian Brothers 2	177	149	—	G	—	—	—	11 3 6
21,558	Tipperary, St. Anne's Convent of Mercy - - - 12	73	70	E	—	—	—	—	7 0 0
6847	Tralee, Christian Brothers 6	250	197	—	G	—	—	—	14 15 6
11,935	Tralee, St. Joseph's, Industrial - - - - 6	98	98	E	—	—	—	—	9 16 0
6249	Tramore, Christian Brothers 11	122	104	—	G	—	—	—	7 16 0
6308	Tuam, Christian Brothers 5	232	164	—	G	—	—	—	12 6 0
6254	Waterford, Mount Sion Christian Brothers - - 11	422	395	—	G	—	—	—	29 12 6
21,376	Waterford, St. John's, Christian Brothers - - - 11	184	158	—	G	—	—	—	11 17 0
21,375	Waterford, St. Patrick's, Christian Brothers - - 11	70	68	—	G	—	—	—	5 2 0
11,936	Westport, Christian Brothers 2	219	183	—	G	—	—	—	13 14 6
21,211	Wexford, George Street, Christian Brothers - - 1	112	112	E	—	—	—	—	11 4 0
14,675	Wexford, Joseph Street, Christian Brothers - - 1	218	176	—	G	—	—	—	13 4 0
6749	Youghal, Christian Brothers 5	220	190	—	—	F	—	—	9 10 0
	TOTALS FOR IRELAND For the year ended 31st August, 1900 (93 schools).	18,388	15,896	14	78	1	98	54	1,237 15 0
	TOTALS FOR 1899 (94 schools).	18 465	15,977	12	80	2	127	62	1,288 8 2

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B.—Manual Instruction.

List of Schools Examined in Manual Work in the Year ended 31st August, 1900 (England and Ireland).

School No.	Name of School and Month of Examination.	Number of Scholars Taught.	Award. E	Award. G	Amount of Grant. £ s. d
	ENGLAND.				
2881	Bath, Blue Coat - - - - - - 12	20	E	—	6 18 5
5947	Hanwell, Central London District (Poor Law) - - - - - - - - 10	90	E	—	36 13 10
21,370	London, West Norwood, Lambeth Industrial (Poor Law) - - - - - - - 3	32	—	G	5 7 10
3387	Purley, Reedham Orphanage - - - 3	52	E	—	15 17 2
4411	York, Blue Coat - - - - - - 3	29	E	—	12 8 2
	IRELAND.				
6534	Glasnevin, St. Vincent's Orphanage - 3	35	E	—	12 16 7
6287	Lismore, Christian Brothers - - - 6	32	E	—	8 17 10
	Totals for year ended 31st July, 1900 (7 schools)	290	6	1	98 19 10
	Totals for 1899 (11 schools)	469	10	1	159 14 0

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